



A School's Guide to Comprehensive Tobacco Control

Publication Page

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Introduction

Tobacco use is currently the leading cause of preventable death in the United States, taking over 430,000 lives each year.

So what can we do to prevent it?

The ultimate goals are to:

- 1) prevent those who don't use tobacco from ever starting, and
- 2) aid those who currently use tobacco in quitting.

The task at hand is to implement these two goals with those who are at greatest risk – youth. According to the Centers for Disease Control and Prevention (CDC), about two-thirds of young people in the United States have tried smoking by age 18. The majority (90%) of adult smokers began smoking at or before the age of eighteen. Research shows that people who don't start smoking before the age of eighteen are unlikely to start.

How do we go about our task?

Promising results have been seen in comprehensive school-based programs. “*A School's Guide to Comprehensive Tobacco Control*” is a comprehensive tobacco prevention program for schools. This guide serves as a step-by-step manual to steer schools through the process of incorporating seven recommendations from the CDC's “Guidelines for School Health Programs to Prevent Tobacco Use and Addiction.” CDC's guidelines were developed in collaboration with experts from 29 national, federal, and voluntary agencies and are based on an extensive review of research and practice. They were designed to help achieve national health and education goals.

The 7 recommendations include:

- 1) Policy,
- 2) Instruction,
- 3) Curriculum,
- 4) Training,
- 5) Family Involvement,
- 6) Tobacco Cessation Efforts, and
- 7) Evaluation.

The Tobacco Prevention and Control Program (TPCP) has compiled the seven recommendations into six components of “*A School's Guide to Comprehensive Tobacco Control*.” Though the guide gives detailed steps, it will need to be tailored to your districts rules/regulations and needs.

Feedback and suggestions will be appreciated and requested from TPCP as you work with “*A School's Guide to Comprehensive Tobacco Control*” and the School Tobacco Prevention project.

We wish you luck and thank you for joining in the fight against tobacco!

Guidelines for School Health Programs to Prevent Tobacco Use: Summary

To view, please click the link below:

<http://www.cdc.gov/HealthyYouth/tobacco/pdf/summary.pdf>

Guidelines for School Health Programs to Prevent Tobacco Use and Addiction

To view, please click the link below:

<http://www.cdc.gov/mmwr/preview/mmwrhtml/00026213.htm>

Component #1. Policy

Evaluate, update, and reinforce the school policy on tobacco use.

Steps:

Step 1: Review the current policy.

- ❑ Compare components in the current policy to the Policy Development Checklist (See “Policy Development Checklist,” Evaluation Tool 1-1.)

Step 2: Get commitment.

- ❑ Secure administrative and/or school board support for a review of the existing tobacco policy (tobacco includes cigarettes, cigars, chewing tobacco and alternative tobacco products.)
- ❑ Conduct a tobacco policy assessment survey with school administrators. (See "School Tobacco Assessment Tool," Evaluation Tool 1-2.)
- ❑ Utilize School Tobacco Assessment findings to create School Tobacco Assessment Reports. (See “Sample School Tobacco Assessment Report,” Evaluation Tool 1-3.)
- ❑ Present School Tobacco Assessment Reports to school administrators.
- ❑ Plan student tobacco use baseline surveys (to be conducted before new policy takes effect):
 - ❑ Explore options for time and logistics of survey implementation.
 - ❑ Obtain school and community support for student baseline surveys.
- ❑ Talk with students, staff, and the *community about attitudes toward the current policy (i.e., focus groups, interviews) and summarize the results. (See “Sample Student Discussion Guide,” Evaluation Tool 1-4 and “Sample Community Discussion Guide,” Evaluation Tool 1-5.)

*Note: When completing steps in this guide that refer to “community,” ensure diverse cultural representation. Diversity means that our tobacco control programs are totally representative of the communities we serve. Diversity is not a stand alone concept and must be inclusive as well- meaning that all representatives are empowered to participate in the process.

- ❑ Based on results of the assessment activities and a careful review of CDC’s 7 recommendations, identify and prioritize:
 - ❑ problems related to or gaps in the current policy,
 - ❑ barriers for change in policy/enforcement.

- ❑ Identify local educational, health, and economic reasons to gain support for changing policy and/or enforcement. (See "Benefits of School Policy on Tobacco Use," Attachment A.)
- ❑ Present educational, health, and economic benefits at a local school board meeting.
- ❑ Request support and cooperation from the school board in developing a new policy or strengthening the current policy.

Step 3: Form an advisory committee to revise the tobacco policy.

- ❑ Form an advisory committee or utilize an existing committee that includes a wide representation of community members, school administrators, teachers, parents, local health agencies, law enforcement officers, religious leaders, ethnic communities, peer leaders, and current and past tobacco users. Consider holding community forums to promote awareness of the issue and recruit for the advisory committee. (See "Ideas for Recruitment," Attachment B.)
- ❑ Select key committee members to provide feedback as the draft policy is developed.
- ❑ As a committee, identify and address gaps and weaknesses in the current policy by:
 - ❑ Reviewing the current policy.
 - ❑ Reviewing CDC's 7 recommendations.
 - ❑ Reviewing findings from tobacco policy assessments (see Step 2).
 - ❑ Reviewing effective policies or enforcement strategies from other districts or states. (See "Effective Tobacco-Free School Policies," Attachment C.)
- ❑ As a committee, discuss and address concerns of school administrators and others.
- ❑ As a committee, discuss plans to conduct student tobacco use baseline surveys and adjust plans if needed.

Step 4: Develop a draft of the new policy.

- ❑ Keep the policy simple and specific. (See "Defining the Policy," Attachment D.)

The policy should:

- ❑ Include rationale to justify need.
- ❑ Identify to whom it applies - students, staff, and visitors.

- ❑ Identify where it applies - school buildings, grounds, athletic events, etc.
- ❑ Identify when it applies - during school and non-school hours, at school and non-school sponsored functions held on school grounds, at school sponsored functions held off school grounds, etc.
- ❑ Prohibit tobacco advertising (i.e., on signs, T-shirts, or caps or through sponsorship of school events) in school buildings, at school functions and in school publications.
- ❑ Require that all students receive instruction on how to avoid tobacco use.
- ❑ Identify access and referral to cessation programs for students and staff.
- ❑ Address enforcement and violation issues.
- ❑ Identify enforcement strategies for students, staff and visitors. (See "School Tobacco Policy Enforcement," Attachment E.)
- ❑ Identify roles and responsibilities of those who will be involved in enforcement.
- ❑ Develop/identify consequences for violation. Be creative.
- ❑ Use educational and cessation programs instead of punitive programs for student violators.
- ❑ Specify whether the school policy is consistent with state and local laws. (See "Utah Indoor Clean Air Act," Attachment F and "HB 55," Attachment G.)
- ❑ Include a Community and Family Involvement component.

(See "Policy Development Checklist," Evaluation Tool 1-1.)

- ❑ Identify an annual date to evaluate the new policy and make changes if needed.
- ❑ Finalize the draft copy.
- ❑ Finalize plans and set a date to conduct student tobacco use baseline surveys (to be done before policy is implemented).

Step 5: Present the new policy to the school board.

- ❑ Acquire and submit forms to get on the board agenda.
- ❑ Provide information to board members before the meeting such as local and state tobacco laws and statistics and results of policy assessment activities. (See www.tobaccofreeutah.org/laws.)

- ❑ If possible, meet with individual board members before the meeting to gain support.
- ❑ Gather support and recruit advisory committee members to attend the board meeting.
- ❑ Select a group to present the new policy – (i.e., Superintendent, local healthcare provider, teacher, student or parent).
- ❑ Present the policy. When presenting, convey the importance of the new school tobacco policy and ask for adoption of the policy.

Step 6: Plan implementation and enforcement strategies.

- ❑ Identify a meaningful date to implement and enforce the new policy or policy changes such as the start of the school year, start of the new year, World No Tobacco Day, Red Ribbon Week, etc.
- ❑ Allow sufficient time for school administration, teachers, students, etc. to prepare for implementation.
- ❑ Conduct student tobacco use baseline surveys before policy implementation.
- ❑ Prepare for complaints about the new policy and decide how conflicts will be resolved.
- ❑ Organize special sessions or utilize existing meetings to train and educate those who will be enforcing the policy. (See "Training," Component #4.)

Step 7: Communicate the policy throughout the school and community.

- ❑ Create a communication plan that specifies various strategies for reaching students, staff, parents, diverse groups in the community and others. (See "Ideas for Communicating the Policy," Attachment H and "Marketing Materials Use and Development Policy, Approval Flow, and Approval Form" Attachment I.)

Communication should include:

- ❑ A description of the new policy and reasons for the change.
- ❑ An emphasis on the educational, health and economic benefits of the new policy.
- ❑ Who will be affected.
- ❑ The implementation date.
- ❑ Enforcement procedures, including consequences for violating the policy.

- ❑ How and where to get help with quitting tobacco use.
- ❑ Implement the communication plan.

Step 8: Implement the policy.

- ❑ Recognize that ongoing commitment from school administration, teachers, students, parents, and the community is necessary to ensure effective policy implementation.
- ❑ Expect an initial testing period.
- ❑ Conduct spot checks to assess the implementation of the new policy. (See “Sample Spot Check Recording Sheet,” Evaluation Tool 1-6.)
- ❑ Enlist continuing support of community law enforcement agencies.

Step 9: Conduct ongoing advocacy and evaluation of the policy.

- ❑ Encourage students, staff, parents and others to continue to support the new policy.
- ❑ Collect stories/comments of positive effects of the new policy on students, staff, parents and community members.
- ❑ Publicize these stories/comments in a school newsletter; send home to parents.
- ❑ Develop a recognition event for students, staff, parents, those who have quit tobacco use, community members who have assisted in passing the policy and those that have partnered with the school in tobacco-related activities. Keep in mind that piggybacking a recognition event with an existing community/cultural event is an excellent way to bring the community together.
- ❑ Orient new students, administrators, teachers, staff, and board members to the policy.
- ❑ Identify problems with policy implementation and make necessary corrections.
- ❑ Conduct policy assessment post-test with school administration six months to one-year after policy implementation. (See "School Tobacco Assessment Tool," Evaluation Tool 1-2.)
- ❑ Assess knowledge of and support for the new policy among health education teachers and school staff six months to one-year after policy implementation. (See “Sample Interview Guide for Teachers and Staff,” Evaluation Tool 1-7.)

Component #2. Community & Family Involvement

Establish and strengthen linkages to tobacco prevention and cessation activities of local health departments, coalitions, community agencies, and youth groups. Involve family in support of school-based programs to prevent tobacco use and aid in cessation.

Steps:

Step 1: Assess community partners and family involvement.

- ❑ Assess community/school partnerships and family involvement in the schools. (See “Sample Community/School Partnership Assessment,” Evaluation Tool 2-1 and “Sample Family/School Involvement Assessment,” Evaluation Tool 2-2.)
- ❑ Identify gaps in community partnerships and family involvement (i.e., What additional partnerships would assist in this endeavor?).
- ❑ Identify opportunities to develop or enhance partnerships with community organizations. (See “Sample Potential Community/School Partnership Record,” Evaluation Tool 2-3.)
- ❑ Identify strategies to increase parental support and involvement in school-based tobacco prevention and cessation programs. (See “Sample Potential Family/School Involvement Record,” Evaluation Tool 2-4.)

Step 2: Develop Community Partnership and Family Involvement (CPFI) plans.

Community Partnership Plan

- ❑ Choose 3 or more community or family organizations you could appropriately partner with.
- ❑ Identify the goals of each partnership.
 - Example: School will partner with the Phoenix Alliance, a statewide anti-tobacco youth empowerment program, to involve high-risk students in anti-tobacco activities.
- ❑ Identify objectives for each goal that will be achieved through this partnership.
 - Example: By December 2005, 90% of students enrolled in computer technology courses will have accessed the Phoenix Alliance web site.

Family Involvement Plan

- ❑ Identify ways to increase parental support and involvement in school-based tobacco prevention and cessation programs.
- ❑ Identify the goals of parental/family involvement.
 - Example: Promote family discussion of tobacco use.
- ❑ Identify objectives for each goal that will be achieved through this partnership.
 - Example: By October 2005, 100% of students in grade 3 will be given a tobacco prevention related homework assignment that requires family involvement.

- ❑ Complete CPFI plans.

Plans should include (but are not limited to):

- ❑ Responsibilities of those involved
 - ❑ Opportunities for youth involvement
 - ❑ Communication/advertisement plan
 - ❑ Evaluation component
- ❑ Present CPFI plans to partnering agencies, the community, families and appropriate school personnel.
- ❑ Make adjustments in response to feedback from the community, families and school personnel.
- ❑ Assign responsibilities to ensure that goals and objectives are met.

Step 3: Implement Community Partnership and Family Involvement plans as outlined.

Step 4: Conduct ongoing evaluation and advocacy for partnerships.

- ❑ Assess knowledge of and support for the new policy among community and family agency partners six months to one-year after policy implementation. (See “Sample Interview Guide for Community and Family Partners,” Evaluation Tool 2-5.)
- ❑ Solicit comments about community partnerships and family involvement from students, school staff, community agencies, families and parent organizations.
- ❑ Publicize these comments and stories in a school newsletter, newspaper or similar production; send home to parents and to community agencies.
- ❑ Identify problems with implementation and make necessary corrections.
- ❑ Develop a way to recognize community, student and family efforts.
- ❑ Identify if goals and objectives are met.
- ❑ Periodically assess types of agencies represented in partnerships and activities used to involve families.
- ❑ Reach out to under-represented and culturally diverse organizations, agencies, students and families.

Activity Examples and Suggestions

Community Partnership

- Join with local or state youth groups such as the Phoenix Alliance (www.utahphoenixalliance.org), Governing Youth Council, or Boys and Girls Clubs.

- Encourage youth to educate younger students/their peers about tobacco use.
- Assist youth in participating in the Truth From Youth anti-tobacco advertising contest
- Work through local health departments and the statewide media campaign to request a radio remote event at the school in conjunction with an anti-tobacco activity.
- Develop and implement community service and service learning as part of the total tobacco prevention and education plan.
- Have school-based tobacco prevention staff attend meetings of the county or community coalitions for tobacco prevention.
- Involve neighbors surrounding the school site in helping reinforce no tobacco use on neighboring property.
- Have students put on tobacco-related dramas or theater productions at community events or for community groups.
- Plan and implement targeted events involving the community and the school, such as creating or extending tobacco-free zones, posting tobacco-free signs, etc.
- Involve interested parents or community members on school site councils, district planning committees, school health advisory committees, and similar planning or advisory groups.
- Secure local media coverage (newspaper, TV, etc.) for school and community tobacco prevention events.
- Develop a youth advocacy program that creates a youth speaker's bureau and uses teens to speak out in the community on issues such as secondhand smoke and counter-advertising.
- Enlist the cooperation of local retailers to not sell tobacco to minors. Schools may become involved by contacting their local health department.

Family Involvement

- Present tobacco prevention program goals and activities to parent groups (PTA/PTO).
- Have parent groups or family representatives collaborate with county coalitions to promote smoke-free home and smoke-free car policies.
- Enlist parents to work with local merchants to enforce minors' access laws and/or limit tobacco advertising or sponsorship of events.
- Develop homework assignments or utilize existing resources that encourage involvement of parents and families with the student in learning about tobacco prevention concepts.
- Give tobacco prevention/cessation information to parents at parent-teacher conferences.
- Hold public meetings to explain district tobacco policies and prevention goals, possibly at regular intervals during the school year, i.e., Fall, Winter, Spring.
- Involve parents as tobacco prevention representatives on school site councils, district planning committees, school health advisory councils, and community/county coalition committees and work groups.
- Involve parents on district review committees for tobacco policy and curriculum.
- Recruit parent volunteers for school clubs, classroom events, and peer teaching activities.
- Work with community agencies such as the American Cancer Society, American Lung Association, American Heart Association, local health departments, and the state Tobacco Prevention and Control Program to provide tobacco prevention techniques and cessation support to other parents and families.
- Have parent representatives work with health care providers to develop or strengthen cessation programs for youth and adults.
- Review a resource from the CDC: "Got a Minute? Prevention Through Parenting: A Social Marketing Kit to Tackle Teen Tobacco Use."

* Strive to implement activities in a culturally competent way. Cultural Competency refers to the development of knowledge, attitudes and skills that enable organizations to deliver services in ways that meet the needs of culturally diverse individuals, families and communities. Diversity means that our tobacco control programs are truly representative of the communities we serve. Diversity is not a stand alone concept, and must be *inclusive* as well - meaning that all representatives are empowered to participate in the decision-making process.

Component #3. Instruction & Curriculum

Provide instruction about the short- and long-term negative physiological and social consequences of tobacco use, social influences on tobacco use, peer norms regarding tobacco use, and refusal skills. Provide tobacco-use prevention education in grades K-12, with added emphasis in grades 4-8.

Steps:

Step 1: Assess current curricula.

- ❑ Assess the *types* of tobacco prevention curricula currently taught (name and type of program, number and length of each session, etc.). (See “Curriculum Assessment,” Evaluation Tool 3-1.)
- ❑ Assess the *grade levels* and *locations* in which current tobacco prevention curricula are being taught. (See “Curriculum Assessment,” Evaluation Tool 3-1.)

Step 2: Present Findings.

- ❑ Present findings to advisory committee.
- ❑ Present findings to key curriculum decision makers.

Step 3: Select tobacco prevention curricula.

- ❑ Adhere to district policy in selecting tobacco prevention curricula.
- ❑ Utilize advisory committee, teachers, and appropriate district staff to select tobacco prevention curricula. (See “Sample Teacher Discussion Guide,” Evaluation Tool 3-2.)
- ❑ Tobacco prevention curricula should be:
 - a) included on the list of Tobacco Prevention and Control Program (TPCP) approved curricula (page 10), or
 - b) justified to meet TPCP criteria (page 11).

List of TPCP Approved Curricula

Name of Curriculum	Target Grade Level(s)	Materials Source
TPCP recommends utilizing Component #1 (Policy) and Component #2 (Community and Family Involvement) to influence and address grades K-3, as research-based curricula are currently unavailable for those grade levels.		
Eglin Long-Horn of Nightshade County	3, 4, 5, or 6	Rocky River Publishers 800-343-0686
Towards No Tobacco (TNT)*	5-6, 6-7, or 7-8	ETR Associates PO Box 1830 Santa Cruz, CA 95061-1830 1-800-321-4407 www.etr.org TNT title number R522 Videos from Project TNT at 1-213-342-2586
Life Skills*	6-8 or 7-9	Princeton Health Press 115 Wall Street Princeton, NJ 08540 1-800-636-3415 www.lifeskillstraining.com
Tobacco On Trial (TOT) (Included in <i>Prevention Dimensions</i> – grade 4)	4 or 5	Tobacco Free Resource Line 1-877-220-3466
Get Real About Tobacco (Included in <i>Prevention Dimensions</i> – grade 5)	4-6, 6-9	United Learning 1560 Sherman Avenue Suite 100 Evanston, Illinois 60201 1-800-323-9084
It's No Mystery: Tobacco Is a Killer	7-8	Educational Materials Center 139 Combined Services Building – Central Michigan University Mt. Pleasant, MI 48859 1-800-214-8961
For grades 10-12, TPCP recommends utilizing peer leadership, youth advocacy programs, and coalitions. The following curricula provide useful information concerning the building of these types of programs along with providing interesting and educational activities concerning tobacco prevention.		
Teens Campaign Against Tobacco	9-12	Educational Materials Center 139 Combined Services Building – Central Michigan University Mt. Pleasant, MI 48859 1-800-214-8961
Youth Media Network	7-12	ToucanEd 1-888-3-TOUCAN www.toucaned.com
Smoke Screeners	7-12	CDC www.cdc.gov/tobacco 1-800-CDC-1311
Media Sharp	5-12	CDC, Office on Smoking and Health, www.cdc.gov/tobacco

*Research-based curriculum; highly recommended

TPCP Criteria for School Tobacco Resources

Criteria	Definition
1. Consistent with CDC Guidelines	<ul style="list-style-type: none"> Consistent with the recommendations found in CDC's <i>Guidelines for School Programs to Prevent Tobacco Use and Addiction</i>. Resources aid in implementing one or more guidelines.
2. Accurate and up-to-date information	<ul style="list-style-type: none"> Provides information on the short- and long-term physical, social, and mental/emotional consequences of tobacco use. Provides information on social influences of tobacco use, peer norms, and refusal skills. Decreases the social acceptability of tobacco use and shows that most young people do not smoke. Helps students understand why young people start to use tobacco and identifies more positive activities to meet their goals. Information is accurate, complete, and less than 5 years old.
3. Developmentally appropriate for intended age	<ul style="list-style-type: none"> Language, concepts, and tone (emotional message) are appropriate for age and characteristics of audience.
4. Non-biased	<ul style="list-style-type: none"> Recognizes and respects ranges in cultural/community norms, language, and beliefs about tobacco. Equal and appropriate representation of males and females. Appropriate representation of different races.
5. Sound educational methodology for the recommended audiences	<ul style="list-style-type: none"> Focuses on the affirmation of personal responsibility and decision-making. Fosters skill-based, interactive, and creative experience. Develops students' skills in assertiveness, goal setting, problem solving, and resisting pressure from the media and peers to use tobacco.
6. Clear and consistent messages	<ul style="list-style-type: none"> A consistent no tobacco use message is emphasized throughout the materials.
7. Resource quality	<ul style="list-style-type: none"> The sound, acting, narration, and/or visual quality are of a high standard and do not detract from the overall quality of the resource.

Step 4: Develop a plan to implement curricula.

□ Develop a plan to implement curricula.

Consider:

- Targeting high-risk students/schools
- Focusing on grades 4-8
- Training of teachers
- Linking to community agencies

Step 5: Implement the plan.

- ❑ Implement the plan.
- ❑ Provide technical assistance and resources.

Step 6: Evaluate

- ❑ Track the number of students (and grade levels) who receive tobacco prevention education and the type of curricula taught in each school. (See “Curriculum Record,” Evaluation Tool 3-3.)
- ❑ Ensure that pre-and post-test evaluations for prevention curricula are conducted.

Activity Examples and Suggestions

- Utilize teacher-training techniques such as instructional coaching or team teaching to enhance the sustainability of tobacco prevention education.
- Use in-state examples of anti- and pro-tobacco ads to promote media literacy and link to the statewide anti-tobacco media campaign.
- Research materials for teachers to enhance instruction.
- Promote service-learning opportunities.
- Develop activities to reinforce the messages of the instructional tobacco prevention curriculum in the community, i.e., participate in the Truth From Youth anti-tobacco advertising contest.
- Develop and implement community service and service learning as part of the total tobacco prevention and education curriculum.
- Integrate tobacco prevention messages from the instructional curriculum into other subject areas such as math, social studies, science, reading, etc.

Component #4. Training

Provide training to all involved with the tobacco prevention program, including training on policy, enforcement, general tobacco information, curriculum, cessation, and youth empowerment.

Trainings to be administered:

Training	For Whom	Purpose
General Tobacco Information	School staff, parents/parent organizations, student leaders, and community members	To give background information on the dangers of tobacco use, thus communicating the need for an enforced policy and commitment to it.
School Tobacco Policy	School staff, parents/parent organizations, student leaders, and community members	To inform all of the new tobacco policy and of their responsibilities pertaining to it.
Enforcement	School staff, law enforcement officers	To communicate how enforcement will take place and the duties therein.
Curriculum	Teachers specifically responsible for teaching tobacco prevention curriculum	To enable teachers to become proficient in the tobacco prevention curriculum they will be teaching.
Cessation	Cessation coordinators, school nurses	To train cessation program facilitators in the chosen program, enabling them to carry out the specified cessation plan.
Youth Empowerment	Peer leaders	To empower youth to defend themselves against tobacco and get involved with other activities.
* Building Networks and Coalitions	Advisory committee or others interested	To build capacity in developing and/or improving diverse community partnerships.

*Optional training ideas

Steps:

Step 1: Identify needed training(s).

Step 2: Gain participation.

- ❑ Gain support from potential training participants.

- ❑ Recruit training participants.

Step 3: Plan for the training(s).

- ❑ Organize the training session(s) or utilize existing meetings (i.e., faculty meeting, PTA meeting, etc.).
- ❑ Develop the content and methods to be used during the training session(s).

Step 4: Conduct the training(s).

- ❑ Administer the training(s).

Trainings should:

- ❑ Utilize trained facilitators.
- ❑ Emphasize the need for firm, consistent enforcement of the policy and all of its components.
- ❑ Emphasize that being tobacco-free is the best educational/health/economic interest of all.
- ❑ Focus on the use of tobacco, not the user.
- ❑ Emphasize commitment to the policy.
- ❑ Be culturally appropriate for intended audience. (See Community Tool Box website at <http://ctb.ku.edu/> for more information).
- ❑ Evaluate the training(s). (See “Sample Questions for Evaluation of Trainings,” Evaluation Tool 4-1.)

Step 5: Provide technical assistance.

- ❑ Follow up with resources and technical assistance.

Activity Examples and Suggestions

- Provide training opportunities for youth.
- Promote and train teachers to implement approved curricula in schools.
- Ensure youth participation on advisory committees, community groups, and in the classroom curriculum; make these youth experiences *learning* experiences.
- Implement youth leadership programs (i.e., GYC, Esteem-team) at high school, middle school, or junior high school levels, using tobacco-specific activities.

Component #5. Cessation

Support cessation efforts among students and school staff who use tobacco.

Steps:

Step 1: Assess tobacco cessation services.

- ❑ Assess current cessation efforts/services available in the school district area for students and staff. (See “Cessation Services Assessment,” Evaluation Tool 5-1.)
- ❑ Assess services available and required for cited students. (See “HB 55,” Attachment G and “Cessation Services Assessment,” Evaluation Tool 5-1.)
- ❑ Identify gaps in cessation services and potential barriers to students or staff in obtaining cessation services.

Step 2: Create a school cessation program plan.

- ❑ Identify which cessation service(s) will be used.
- ❑ Collaborate with community agencies, such as the local health department or hospital, to assist in or conduct tobacco cessation services.
- ❑ Establish a referral system to cessation services for students and staff, and update it on a regular basis.

TPCP recommends using the
END cessation program.

E.N.D.
Ending Nicotine Dependence
Tobacco Prevention and
Control Program
Utah Department of Health
(Available in English and Spanish)

Referral Ideas:

Self-referral: A student may voluntarily enter the program.

Referrals from peers: Concerned friends can be an excellent source of program referrals.

Referrals from school staff: School administrators, compliance officers, counselors, teachers, and other school staff can refer students to the program.

Referrals from law enforcement and court officials: Students who receive a tobacco ticket can be referred/required to attend the class.

- ❑ Plan for training of facilitators in the chosen service(s) if needed.
- ❑ Plan for advertisement of the service(s) that will be available. (See “Marketing Materials Use and Development Policy, Approval Flow and Approval Form” Attachment I.)

Step 3: Gain support for the school cessation program.

- ❑ Gain support from community members, especially parents. Educate them about the growing problem of adolescent tobacco use, pertinent laws relating to adolescent tobacco use, benefits of quitting, and how they can participate in referring youth to the cessation program.

- ❑ Meet with school and court administrators to secure support. Consider including information such as facts about adolescent tobacco use, history of the program, goals and objectives of the program, benefits of quitting tobacco, and how the community, district, and school will benefit from supporting the program.

Step 4: Implement the school cessation program plan.

Step 5: Evaluate.

- ❑ Track the number and types of cessation services available in each school. (See “Cessation Services Record,” Evaluation Tool 5-2.)
- ❑ Periodically conduct informal assessments with students and staff to evaluate knowledge of and satisfaction with available cessation services.
- ❑ Conduct evaluation of school-based cessation services with pre- and post-tests; if not available, track referrals.

Activity Examples and Suggestions

- Ideas to disseminate cessation program information:
 - Place articles/advertisements about the program in school newsletters and local newspapers.
 - Play PSAs on local or popular radio stations.
 - Make announcements at PTA meetings or meetings involving community members and parents.
 - Mail information about the program to parents.
 - Place a flyer in tabletop ads at local restaurants.
 - Be creative!
- Promote Teen and Adult Quit Lines (1-888-567-TRUTH) and Utah QuitNet (www.utahquitnet.com)
- Advertise multi-language services of the Utah Quit Line and Spanish services of Utah QuitNet.
- Coordinate efforts of cessation programs offered through school, community agencies, and the juvenile court system.
- Assure that schools, workplaces, and public places are tobacco-free.
- Conduct smoke-free home and car campaigns.
- Restrict advertising and promotion of tobacco.
- Encourage voluntary policies and pass ordinances as appropriate.
- Increase awareness among employees, parents, and families of students (e.g., through training or special events) of how to create and maintain supportive environments for students and adults who want to stay free of tobacco use.
- Develop or expand tobacco-free activities for youth and employees (e.g., after-school activities, Saturday support groups).
- Train and support a school-community team that would reinforce all aspects of youth cessation in both school and community settings. A team might include a teacher, counselor or administrator, law enforcement officer or judge, health care provider, LHD staff, county coalition member, community agency representative, or a religious leader.

Component #6. Evaluation

Assess the effectiveness and impact of school-based tobacco prevention and education at regular intervals.

Steps:

Step 1: Assessments to be conducted at the beginning of the project:

- ❑ Conduct tobacco policy pre-test assessment with school administrations in each school. (See "School Tobacco Assessment Tool," Evaluation Tool 1-2.)
- ❑ Conduct assessment of community and family partnerships linked to the schools. (See "Sample Community/School Partnership Assessment," Evaluation Tool 2-1 and "Sample Family/School Involvement Assessment," Evaluation Tool 2-2.)
- ❑ Conduct assessment of tobacco prevention curricula by school, grade, and type of program. (See "Curriculum Assessment," Evaluation Tool 3-1.)
- ❑ Conduct assessment of cessation services and referral systems to cessation services in each school. (See "Cessation Services Assessment," Evaluation Tool 5-1.)

Step 2: Assessments to be conducted before implementation of the new policy:

- ❑ Conduct baseline survey to assess students' knowledge, attitudes, and behaviors related to tobacco use.

Step 3: Assessments to be conducted six months to one year after implementation of the new policy:

- ❑ Conduct tobacco policy post-test assessment with school administrations in each school. (See "School Tobacco Assessment Tool," Evaluation Tool 1-2.)
- ❑ Conduct school staff and health education teacher interviews to assess knowledge of and support for the new policy. (See "Sample Interview Guide for Teachers and Staff," Evaluation Tool 1-7.)
- ❑ Conduct community and family key informant interviews to assess knowledge of and support for the new policy. (See "Sample Interview Guide for Community and Family Partners," Evaluation Tool 2-5.)

Step 4: Assessments to be conducted annually:

- ❑ Conduct assessment of community and family partnerships linked with schools.
- ❑ Conduct assessment of tobacco prevention curricula by school, grade, and type of program. (See "Curriculum Record," Evaluation Tool 3-3.)

- ❑ Ensure ongoing assessment and annual analysis of tobacco prevention curricula.
- ❑ Conduct assessment of cessation services and referral systems to cessation services in each school. (See “Cessation Services Record,” Evaluation Tool 5-2.)
- ❑ Ensure ongoing assessment and annual analysis of quit and reduction rates for school-based cessation services.

Evaluation Tool 1-1: Tobacco Policy – Policy Development Checklist

Purpose: to ensure that the new policy addresses all components of a comprehensive school tobacco policy

Timing: during the development of the new policy

The policy should:

- ☐ Include rationale to justify need.
- ☐ Identify to whom it applies - students, staff, and visitors.
- ☐ Identify where it applies - school buildings, grounds, athletic events, etc.
- ☐ Identify when it applies - during school and non-school hours, at school and non-school sponsored functions held on school grounds, at school sponsored functions held off school grounds, etc.
- ☐ Prohibit tobacco advertising (e.g., on signs, T-shirts, or caps or through sponsorship of school events) in school buildings, at school functions and in school publications.
- ☐ Require that all students receive instruction on how to avoid tobacco use.
- ☐ Identify access and referral to cessation programs for students and staff.
- ☐ Address enforcement and violation issues.
- ☐ Identify enforcement strategies for students, staff, and visitors.
- ☐ Identify roles and responsibilities of those who will be involved in enforcement.
- ☐ Identify consequences for violation.
- ☐ Use educational and cessation programs instead of punitive programs for student violators.
- ☐ Specify whether the school policy is consistent with state and local laws.
- ☐ Include a Community and Family Involvement component.

How is the policy communicated?

Evaluation Tool 1-2: Tobacco Policy – School Tobacco Assessment Tool

Instructions:

- Complete one assessment tool per school.
- Please ensure each section is being completed by the school staff member who is most knowledgeable concerning the section topic. Several staff members may assist in completing the assessment tool. (If an interviewee selects “Don’t know” as the answer, find a staff member who knows the information.)
- Please list the position(s) of the staff member(s) providing information for each section.
- It is recommended that the Tobacco Prevention Specialist schedule a short interview period with individual school staff to complete the assessment tool.
- To analyze and report the data, add up the total possible points for each section (i.e. policy), divide the points obtained for each section by the total possible points for each section. Use the resulting percentage to calculate a letter grade. When reporting results to schools or advisory boards, list the letter grade. In addition, list items that received 2 points under strengths and items that received 0 points under recommendations for improvement.

School Name

Policy					
Position(s) of staff member(s) providing POLICY information:	Yes	Some-what	No	Don't Know	Comments 1) Clarifying comments 2) Ways to improve
1. Do your school district policies related to tobacco:					
a. Contain a clear rationale for the policy, focusing on reducing health risks related to tobacco?	2	1	0	DK	
Prohibit <i>students</i> from using tobacco:					
b. in school facilities?	2	1	0	DK	
c. on school grounds?	2	1	0	DK	
d. in school vehicles?	2	1	0	DK	
e. at school functions off school property?	2	1	0	DK	
Prohibit <i>staff and visitors</i> from using tobacco:					
f. in school facilities?	2	1	0	DK	
g. on school grounds?	2	1	0	DK	
h. in school vehicles?	2	1	0	DK	
i. at school functions off school property?	2	1	0	DK	
j. Prohibit tobacco advertising (e.g., on signs, T-shirts, sponsorship of school events) in buildings, at functions, or in school publications?	2	1	0	DK	
k. Require that all students receive instruction in avoiding tobacco use?	2	1	0	DK	
l. Include provisions for swift, consistent and equitable enforcement?	2	1	0	DK	
m. Contain clear procedures for communicating policy to those affected by it including students, staff, parents and visitors?	2	1	0	DK	
n. Provide prevention education and access to cessation programs for students using tobacco rather than solely punitive measures?	2	1	0	DK	
2. Are your tobacco-related policies effectively communicated to students, staff, parents and visitors through a variety of means such as signs posted in visible places, written statements in	2	1	0	DK	

A School's Guide to Comprehensive Tobacco Control
Evaluation Tool 1-2

student and faculty handbooks, pamphlets, and staff announcements?					
3. Are the school tobacco-related policies consistently and equitably enforced?	2	1	0	DK	
4. Are students in violation of the tobacco use policy consistently offered help, i.e., education, counseling, or referral to cessation, rather than solely punitive consequences?	2	1	0	DK	

Curriculum					
Position(s) of staff member(s) providing CURRICULUM/INSTRUCTION information:	Yes	Some-what	No	Don't Know	Comments 1) Clarifying comments 2) Ways to improve
5. Which of the following are taught at your school in developmentally appropriate ways?					
a. Short and long-term physical consequences of tobacco use.	2	1	0	DK	
b. Short and long-term social consequences of tobacco use.	2	1	0	DK	
c. Accurate social norms regarding tobacco use.	2	1	0	DK	
d. Reasons students say they smoke.	2	1	0	DK	
e. Influences that promote tobacco use which include adults, peers, and media.	2	1	0	DK	
f. Skills for resisting social influences specific to tobacco.	2	1	0	DK	
g. General personal and social skills including assertiveness, communication, goal-setting and problem-solving skills.	2	1	0	DK	
h. Advocacy skills applied to tobacco issues, such as requesting smoke-free environments.	2	1	0	DK	
i. Laws, rules and policies regulate the sale and use of tobacco.	2	1	0	DK	
j. Tobacco manufacturers use various strategies to influence young people.	2	1	0	DK	
k. Maintaining a tobacco-free environment has many health benefits.	2	1	0	DK	
l. Community organizations have information about tobacco use and can help people stop using tobacco through cessation programs	2	1	0	DK	
m. Maintaining/developing commitment to not use tobacco, and confidence in ability to resist tobacco use.	2	1	0	DK	
n. Skills to encourage others not to use tobacco.	2	1	0	DK	
o. Skills to communicate knowledge and personal attitudes about tobacco use.	2	1	0	DK	
p. Skills to identify and counter tobacco promotions.	2	1	0	DK	
q. Skills to cope with tobacco use by parents and other family members.	2	1	0	DK	
Instruction					
6. Are a wide variety of instructional methods including direct instruction, modeling, and rehearsal used to help students develop tobacco-specific knowledge, attitudes and skills?	2	1	0	DK	
7. Is tobacco instruction provided in every grade in the school?	2	1	0	DK	
8. Is the tobacco instruction integrated as part of comprehensive health instruction within the broader school health program?	2	1	0	DK	

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9. Are trained peer educators/leaders assisting with the classroom instruction?	2	1	0	DK	
10. Does your school regularly involve community agency staff as guest speakers?	2	1	0	DK	
11. Do student services personnel present consistent tobacco-free lifestyle messages through counseling and educational materials?	2	1	0	DK	

Training

Position(s) of staff member(s) providing TRAINING information:	Yes	Some-what	No	Don't Know	Comments 1) Clarifying comments 2) Ways to improve
12. Does your school provide training or other staff development for all teachers and other school staff providing tobacco instruction which...					
a. Helps them understand the theory and model underlying the specific curriculum?	2	1	0	DK	
b. Includes a review of the entire program or curriculum and rationale for including each part?	2	1	0	DK	
c. Models and helps staff practice instructional activities?	2	1	0	DK	
13. Do all students who teach other students about a tobacco-free lifestyle participate in training specific to curriculum or program?	2	1	0	DK	

Family and Community Involvement

Position(s) of staff member(s) providing FAMILY AND COMMUNITY INVOLVEMENT information:	Yes	Some-what	No	Don't Know	Comments 1) Clarifying comments 2) Ways to improve
14. Were parents or families involved in developing school tobacco programs, policies, and procedures?	2	1	0	DK	
15. Does your school curriculum promote discussions at home by assigning homework and projects that involve families?	2	1	0	DK	
16. Are families encouraged to reinforce anti-tobacco messages at home?	2	1	0	DK	
17. Were youth involved in developing school tobacco programs and policies?	2	1	0	DK	
18. Does your school provide parent education on tobacco use prevention, community smoking cessation resources, and parent/child communication?	2	1	0	DK	
19. Does a diverse school-community committee provide advice and direction on school tobacco programs and policies?	2	1	0	DK	
20. Do school personnel participate in a local tobacco-related community coalition or partnership?	2	1	0	DK	

Cessation

Cessation services include any of the following: a group tobacco cessation program; brief clinical counseling from a nurse, counselor or other student services professional; self-help cessation materials; telephone quit lines; or referral to a physician.

Position(s) of staff member(s) providing CESSATION information:	Yes	Some-what	No	Don't Know	Comments 1) Clarifying comments 2) Ways to improve
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21. Does your school offer tobacco-use cessation services at school for <i>students</i> ?	2	1	0	DK	
22. Does your school refer <i>students</i> to tobacco-use cessation services in the broader community?	2	1	0	DK	
23. Does your school offer tobacco-use cessation services at school for <i>school staff</i> or refer to services in the broader community?	2	1	0	DK	

Evaluation					
Position(s) of staff member(s) providing EVALUATION information:	Yes	Some-what	No	Don't Know	Comments 1) Clarifying comments 2) Ways to improve
24. Does your school regularly and systematically assess the effectiveness of its tobacco-related policies?	2	1	0	DK	How?
25. Does your school regularly and systematically assess the effectiveness of its tobacco curriculum and instruction?	2	1	0	DK	How?
26. Does your school regularly and systematically assess the effectiveness of the tobacco use prevention staff development trainings?	2	1	0	DK	How?
27. Does your school regularly and systematically assess the effectiveness of its referrals for tobacco use cessation programs for students?	2	1	0	DK	How?

**Evaluation Tool 1-3: Guidelines for School Health Programs to Prevent
Tobacco Use and Addiction**

SCHOOL TOBACCO ASSESSMENT Report

_____ School
Spring 2003

Developed by Davis County Health Department
Bureau of Health Promotion

Guidelines for School Programs to Prevent Tobacco Use

Tobacco use is currently the number one leading cause of preventable death in the United States, killing over 440,000 people each year. Each day 3,000 teenagers become daily smokers. The majority (90%) of the adults who smoke started smoking before the age of 18. Most of those who start don't realize the negative effects it has on one's life. They don't realize that nicotine (found in all tobacco products) is as addictive as heroin, cocaine, and alcohol.

So what can we do to help prevent teens from using tobacco?

According to the Centers for Disease Control and Prevention (CDC) and the Utah Department of Health Tobacco Prevention and Control program, the ultimate two goals are:

1. to prevent those who don't use tobacco from ever starting, and
2. to aid those who currently use tobacco in quitting.

The task at hand is to implement these two goals with those who are at the greatest at risk- our youth.

Promising results have been seen in comprehensive school tobacco programs. The CDC has designed recommendations to assist us with achieving national and educational goals, which include implementing a comprehensive tobacco program in every school. The seven recommendations include:

1. Policy,
2. Instruction,
3. Curriculum,
4. Training,
5. Family Involvement,
6. Tobacco Cessation Efforts,
7. Evaluation.

As part of the recommendations an assessment tool has been conducted in _____ School. The goal of the assessment is to learn how closely the school meets the CDC's seven recommendations. This report provides your school with strengths and ways to improve your program in each of the areas. We have also given each school a grade on how well they meet each recommendation. The grades are on a percentage scale that has been developed for each area based on the possible points on the survey.

If you would like a full copy of the CDC's "Guidelines for School Health Programs to Prevent Tobacco Use and Addiction" you can find it at:

<http://www.cdc.gov/mmwr/preview/mmwrhtml/00026213.htm>

Recommendation #1

Policy

Develop and enforce a school policy on tobacco use.

Your Score: 85% (B)

Strengths:

Your schools tobacco-related policies:

- prohibit students, staff and visitors from smoking in school facilities, on school grounds, in vehicles and at school functions of school property.
- prohibit advertising in buildings, at school functions, or in school publications.
- include provisions for swift, consistent and equitable enforcement.
- are consistently and equitably enforced.
- contain a clear rationale, focusing on reducing health risks to tobacco.
- contain clear procedures for communicating policy to those affected by it including students, staff, parents and visitors.
- are effectively communicated to students, staff, parents, and visitors through staff trainings and signs.

Recommendations:

Your schools tobacco-related policies should:

- require that all students receive instruction in avoiding tobacco use.
- provide education and access to cessation programs for students using tobacco rather than solely punitive measures.
- require that students who are in violation of tobacco-use policy, including outdoor policies, are consistently offered help through education, counseling, or referral to cessation, rather than solely punitive consequences.

Recommendation #2

Curriculum

Provide tobacco use prevention education in grades K-12

Your Score: 68% (D)

Strengths:

The following are taught in your school in developmentally appropriate ways:

- short and long-term physical and social consequences of tobacco use.
- accurate social norms regarding tobacco use.
- reasons students say they smoke.
- skills to resist social influences specified to tobacco.
- general personal and social skills including assertiveness, communications, goal setting and problem solving.
- laws, rules and policies regulating the sale and use of tobacco.
- community organizations have information about tobacco use and can help people stop using tobacco through cessation programs.
- maintaining a tobacco free environment has many health benefits.
- skills to communicate knowledge and personal attitudes about tobacco use

Recommendations:

The following needs to be implemented into your school curriculum in developmentally appropriate ways:

- influences that promote tobacco use which include adults, peers, and media.
- advocacy skills applied to tobacco issues, such as requesting smoke-free environments.
- tobacco manufacturers use various strategies to influence young people.
- maintaining/developing commitment to not use tobacco and confidence in ability to resist tobacco use.
- skills to encourage other not to use tobacco.
- skills to identify and counter tobacco promotions.
- skills to cope with tobacco use by parents and other family members.

Recommendation #3

Instruction

Provide instruction about the short- and long-term negative physiological and social consequences of tobacco use, social influences on tobacco use, peer norms regarding tobacco use, and refusal skills.

Your Score: 25% (F)

Strengths:

Your schools tobacco instruction:

- is an integrated part of a comprehensive health instruction within the broader school health program.

Recommendations:

Your schools tobacco instruction needs to:

- provide a wide variety of instructional methods including direct instruction, modeling, and rehearsal used to help students develop tobacco-specific knowledge, attitudes, and skills.
- be provided in every grade.
- includes trained peer educators/leaders assisting with the classroom instruction on tobacco.
- involve community agency staff as guest speakers.
- include student services personnel to present consistently about tobacco-free lifestyles through counseling and education materials.

Recommendation #4

Training

Provide program-specific training for teachers

Your Score: 13% (F)

Strengths:

Your school provides training or other staff development for all:

Recommendations:

Your school needs to provide training or other staff development for all:

- teachers and other school staff providing tobacco instructions on:
 - the theory and model underlying the specific curriculum.
 - the entire program or curriculum and rationale for including each part.
 - models and help staff practice instructional activities.
- students who teach other students about tobacco-free lifestyles.

Recommendation #5

Family and Community Involvement

Involve parents or families in support of school-based programs to prevent tobacco use.

Your Score: 36 % (F+)

Strengths:

Your school includes family and community involvement by:

- promoting discussion at home by assigning homework and projects that involve families.
- allowing school personnel to participate in a local tobacco-related community coalition or partnership.

Recommendations:

Your school needs to include family and community involvement by:

- allowing parents or families to assist with the development of school tobacco programs, policies and procedures.
- encouraging families to reinforce anti-tobacco messages at home.
- promoting discussion at home by assigning homework and projects that involve families.
- providing parent educations on tobacco use prevention, community smoking cessations resources, and parent/child communication.
- allowing youth to assist with the development of school tobacco programs and policies.
- having a diverse school-community committee that gives advice and direction on school tobacco programs and policies.

Recommendation #6

Cessation

Support cessation efforts among students and school staff who use tobacco.

Your Score: 33% (F)

Strengths:

Your school provides tobacco cessation services:

- refer students to tobacco-use cessation services in the broader community.

Recommendations:

Your school needs to:

- offer tobacco-use cessation services at school for students.
- offers tobacco-use cessation services at school for school staff or refer to services in the broader community.

Cessations services include any of the following: a group tobacco cessation program; brief clinical counseling from a nurse, counselor or other student services professional; self-help cessation materials; telephone quit lines or; referral to physician.

Recommendation #7

Evaluation

Assess the tobacco-use prevention program at regular intervals

Your Score: 63% (D)

Strengths:

Your school regularly and systematically assesses the effectiveness of:

- its tobacco-related policies.
- how they refer students to the tobacco use cessation programs.

Recommendations:

Your school needs to regularly and systematically assess the effectiveness of:

- its tobacco curriculum and instructions.
- the tobacco use prevention staff development trainings.

Evaluation Tool 1-4: Tobacco Policy – Sample Student Discussion Guide

Purpose: to learn about students' knowledge, awareness, and attitudes toward tobacco-related issues and tobacco policies
Timing: during planning process for the new policy
Suggested number of participants per group: 6-8
Logistics: find a comfortable room (chairs should be arranged in a circle so that participants can see each other), order refreshments, arrange for a note taker (and a tape recorder), maximum length: 1-2 hours

Question Guide:

Introduction:

- Explain purpose of discussion group; length; role of facilitator and participants; purpose of note taker (and tape recorder); (if tape recorder is used, obtain permission from participants); explain rules

Sample questions:

Let's talk about tobacco issues at this school -

- Who wants to share a story or event having to do with tobacco that you have recently seen or heard at your school?
- What do students at this school think about tobacco use?
- What would help students at your school to not use tobacco?
- Do you think that your school should have a policy that regulates tobacco use? Why / why not?
- What does your current school tobacco policy include?
- What else should be part of this policy?
- Who do you think the policy should apply to?
- Where do you think the policy should apply?
- In what areas around your schools do students use tobacco products?
- What are the consequences for tobacco use or possession on school grounds?
- Do you think that these consequences should be stronger or weaker? Why / why not?
- Do you feel that your school should have a quit tobacco program? Why / why not?
- Would you refer a friend or family member? Why / why not?
- Did you receive tobacco prevention education in your school? In what grade(s)? What was the program or presentation called?
- What did you think of the tobacco prevention program or presentation?
- How could it be improved?
- In your opinion should there be more or less tobacco prevention education? Why / why not?
-

Evaluation Tool 1-5: Tobacco Policy – Sample Community Discussion Guide

Purpose: to learn about community members' knowledge, awareness, and attitudes toward tobacco-related issues and tobacco policies

Timing: during planning process for the new policy

Question Guide:

Step #1:

Inform community members of the goals, activities, and expected outcomes of the School Tobacco Prevention Project, with a focus on school tobacco policy change.

Step #2:

Allow community members to provide input or suggestions and ask questions.

You may ask questions to stimulate this discussion, such as:

- \$ Do you have questions about this project?
- \$ Do you support this project? (if not, why not? – what changes might help you support the project?)
- \$ Which components of the project are most important to you?
- \$ What do you think could be done to strengthen the tobacco policy project?
- \$ Are there other things you feel we could do to help our students not use tobacco products?
- \$ Would you like more information regarding this project? What kind of information? How would you like us to provide you with this information?
- \$ Can we contact you again to ask for help or support as we move forward with this project? What is the best way to contact you?
- \$ Are there any cultural aspects that need to be addressed?

Evaluation Tool 1-7: Tobacco Policy – Sample Interview Guide for Teachers and Staff

Purpose: to assess knowledge of and support for the new policy among health education teachers and school staff
Timing: after new tobacco policy has been implemented

Sample Questions:

1. What is your position at the school?
☐ teacher ☐ staff member/administrator ☐ other (please describe) _____
2. In your opinion, what percentage of students at this school smokes cigarettes at least once per month? ____%
3. What percentage of students at this school uses chewing tobacco at least once per month? ____%
4. Are you aware of the new school tobacco policy? ☐ yes ☐ no (skip to question 5)
 - a. If yes, which of the following groups of people does the policy address? (CHECK ALL THAT APPLY)
☐ students ☐ teachers ☐ school administrators and staff ☐ visitors
 - b. Which locations does the tobacco policy address? (CHECK ALL THAT APPLY)
☐ school buildings ☐ school grounds ☐ school vehicles
☐ school-sponsored events off school grounds
 - c. Which components of the tobacco policy are you familiar with? (CHECK ALL THAT APPLY)
☐ regulation of tobacco use and possession ☐ use of tobacco industry gear and sponsorship
☐ enforcement ☐ school-based tobacco prevention education ☐ access to quit tobacco programs
 - d. Who is responsible for enforcing the tobacco policy? _____
 - e. Where can one obtain a copy of the new policy? _____
 - f. Do you support the new tobacco policy? ☐ yes ☐ no
5. What are your suggestions for increasing awareness of the school tobacco policy?
 - a. among students

 - b. among teachers and staff

 - c. in the community

6. In your opinion, how could the school tobacco policy be improved?
7. Does your school offer referrals to tobacco cessation services? ☐ yes ☐ no
 - 7a. If yes, for whom are referral services available: ☐ students ☐ teachers/staff ☐ both
 - 7b. Please list the tobacco cessation program(s) your school refers to: _____

Comments:

Evaluation Tool 2-1: Community and Family Involvement – Sample Community/School Partnership Assessment

Purpose: to learn about existing partnerships between community agencies and schools
 Timing: at the beginning of the planning process for community and family partnerships
 Process: interview school administrators and teachers to learn about existing partnerships

Type of Involvement	Purpose of Involvement	Comment Is the existing partnership working? How can the partnership aid in tobacco prevention/cessation?

Evaluation Tool 2-2: Community and Family Involvement – Sample Family/School Involvement Assessment

Purpose: to learn about existing partnerships between community agencies and schools
 Timing: at the beginning of the planning process for community and family partnerships
 Process: interview school administrators and teachers to learn about existing partnerships

Name of Agency / Agency Contact	Purpose of Existing Partnership	Comments Is the existing partnership working? How can the agency aid in tobacco prevention/cessation?

Evaluation Tool 2-3: Community and Family Involvement – Sample Potential Community/School Partnership Record

Purpose: to learn about possible new partnerships between community agencies and schools

Timing: at the beginning of the planning process for community and family partnerships

Process: review lists of community agencies to identify potential partners; interview existing partnership contacts to learn about additional agencies

Name of Agency / Agency Contact	Current Agency Focus	Comments How can the agency aid in tobacco prevention/cessation?

Evaluation Tool 2-4: Community and Family Involvement – Sample Potential Family/School Involvement Record

Purpose: to learn about possible new partnerships between families and schools

Timing: at the beginning of the planning process for community and family partnerships

Process: review lists of community agencies to identify potential partners; interview existing partnership contacts to learn about additional agencies

Type of Involvement	Purpose of Involvement	Comment How can the partnership aid in tobacco prevention/cessation?

Evaluation Tool 2-5: Community and Family Involvement – Sample Interview Guide for Key Informants

Purpose: to assess knowledge of and support for the new policy among community and family agency partners

Timing: after new tobacco policy has been implemented

Sample Questions:

1. In your opinion, what percentage of students at this school smokes cigarettes at least once per month? ____%
2. In your opinion, what percentage of students at this school uses chewing tobacco at least once per month? ____%
3. Please indicate if you agree or disagree with the following statement:
A comprehensive school tobacco policy is important for the health and well-being of students.
☐ strongly disagree ☐ disagree ☐ agree ☐ strongly agree
4. Are you aware of the new school tobacco policy at your school(s)? ☐ yes ☐ no (skip to question 5)
 - a. If yes, which of the following groups of people does the policy address? (CHECK ALL THAT APPLY)
☐ students ☐ teachers ☐ school administrators and staff ☐ visitors
 - b. Which locations does the tobacco policy address? (CHECK ALL THAT APPLY)
☐ school buildings ☐ school grounds ☐ school vehicles
☐ school-sponsored events off school grounds
 - c. Which components of the tobacco policy are you familiar with? (CHECK ALL THAT APPLY)
☐ regulation of tobacco use and possession ☐ use of tobacco industry gear and sponsorship
☐ enforcement ☐ school-based tobacco prevention education ☐ access to quit tobacco programs
 - d. Do you support the new tobacco policy? ☐ yes ☐ no
5. What are your suggestions for increasing awareness of the school tobacco policy?
 - a. among students

 - b. among teachers and staff

 - c. in the community

6. In your opinion, how could the school tobacco policy be improved?
7. Which of the following best describes your position?
☐ member of the PTA/parent group ☐ member of a community agency working with children/students ☐ parent ☐ other (please describe) _____

Comments:

Attachment A: Benefits of School Policy on Tobacco Use

Why Should Schools Care?

- (Since) many students begin using tobacco before high school and impressions about tobacco use are formed even earlier, tobacco use prevention education must be provided in elementary school and continued through middle and high school grades (CDC, 1999).
- Policies that prohibit tobacco use on school property, require prevention education, and provide access to cessation programs rather than solely instituting punitive measures are most effective in reducing tobacco use among students (CDC, 1994).



Facts like those above can be found in a number of reports and resources that discuss the benefits of policy change, implementation, and enforcement. Consider the following:

WHO Information Series on School Health DOCUMENT FIVE

Tobacco Use Prevention: An Important Entry Point for the Development of Health-Promoting Schools
World Health Organization
Geneva, 1999

http://www.who.int/school_youth_health/media/en/89.pdf

Centers for Disease Control and Prevention: Guidelines for School Health Programs to Prevent Tobacco Use and Addiction.

MMWR 1994; 43 (No. RR-2):[inclusive page numbers].

http://www.cdc.gov/tobacco/research_data/interventions/rr4302.pdf

CDC's Guidelines for School Health Programs: Preventing Tobacco Use and Addiction, At-A-Glance
June 1997

<http://www.cdc.gov/mmwr/preview/mmwrhtml/00026213.htm>

More at: www.cdc.gov

Fit, Healthy, and Ready to Learn: A School Health Policy Guide

Part I: Physical Activity, Healthy Eating, and Tobacco-Use Prevention

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In addition, specific tobacco use data by health district can be found in the table on the following page.

Tobacco Use Data by Health District in the State of Utah

Health District/ Counties	Estimated # of students in grades K-12¹	Estimated percentage of adults who smoke (2001- 2003)²	Estimated percentage of youth in grades 9-12 who smoke (2003)²	Number of children exposed to secondhand smoke at home (2003)²
Bear River Health District (Box Elder, Cache, Rich)	30,170	6.7%	10.6%	1,300
Central Utah Public Health District (Juab, Millard, Piute, Sanpete, Sevier, Wayne)	15,555	14.1%	17.4%	1,700
Davis County Health District	60,025	10.7%	7.8%	2,400
Salt Lake County Health District	174,281	15%	9.2%	16,100
Southeastern Utah Health District (Carbon, Emery, Grand, San Juan)	10,509	19.1%	21%	800
Southwest Utah Public Health District (Beaver, Garfield, Iron, Kane, Washington)	31,401	13.6%	10.7%	1,400
Summit County Public Health District	6,340	9%	9.5%	100
Tooele County Health District	10,508	19.1%	6.4%	1,200
Tri-County Health District (Daggett, Duchesne, Uintah)	9,639	18.5%	11.7%	1,300
Utah County Health District	88,121	6.1%	4.4%	1,700
Wasatch City/County Health District	4,022	8.7%	4.9%	400
Weber-Morgan Health District	43,114	15.4%	8.9%	3,400
Statewide	483,685	12.6%	8.8%	31,800

1. Utah State Office of Education. Superintendents Annual Report FY 2003, www.usoe.k12.ut.us/data/ar2003.htm
2. Utah Department of Health, Tobacco Prevention and Control Program. Tobacco Prevention and Control in Utah, 4th Annual Report August 2004.
- 3.

Attachment B: Ideas for Recruitment

- Incentives, incentives, incentives! Offer free food, drawings, etc.
- Good advertising, and lots of it! Use eye-catching, strong messages that are not alienating.
- Advocates: Work with one teacher and one administrator who can work as your advocates to draw others in.
- Make it a Requirement: Student leaders can be recruited simply by a teacher or administrator telling them they have to go, especially if it's part of their role as student body president, etc.
- Rapport: If you have a rapport with any community leaders, use it!
- Personal or in person invitations asking for help and guidance seem to work well.
- Build a reputation for conducting fun, productive meetings that stick to the subject and are over when they are supposed to be. Learn how to run meetings well! Have snacks and drinks at the meetings.
- Get on the radio.
- Write a newspaper article.
- Get local government officials involved by asking for their advice on how to get the community behind this effort. Every community is different, and these officials know how to get people to support a cause.
- Piggyback as much as possible with existing prevention efforts, e.g., combine SICA advisory groups with tobacco advisory groups. This avoids asking the same people over and over to attend several meetings. This is especially important in a small community where human resources are limited.

Attachment C: Effective Tobacco-Free School Policies

SAMPLE POLICY FROM MAINE

The health hazards of tobacco use have been well established. This policy as stated is established to (1) reflect and emphasize the hazards of tobacco use; (2) be in compliance with state and federal laws; (3) protect the health and safety of all students, employees and the general public; and (4) set a non-tobacco use example by adults.

USE OF TOBACCO PRODUCTS

Tobacco is the number one killer and the leading cause of preventable death in Utah. To support and model a healthy lifestyle for our students, the school board of _____ establishes the following tobacco-free policy.

The _____ School District and property shall be tobacco-free 24 hours a day, 365 days per year. This includes all days when school is not in session and all functions taking place on school grounds, such as athletic functions and other activities not associated with or sponsored by the school.

Possession or use of tobacco products by students on district property, in district vehicles or at school-sponsored functions is prohibited.

The use of tobacco products by any school employee on district property, in district vehicles or at school-sponsored functions is prohibited.

The use of tobacco products by any visitor to the school district property is prohibited. This includes non-school hours and all functions sponsored by the school or others, athletic or otherwise, on or off school property.

Advertising of tobacco products is prohibited in school buildings, on school property, at school functions and in all school publications. This includes clothing that advertises tobacco products.

The School Board, therefore, in the best interest of the health and safety of students, employees and the general public, directs the Superintendent to develop regulations to implement this policy effective (date).

COMMUNICATION OF POLICY

This policy will be printed in both the employee and student handbooks and posted in highly visible places both inside and outside the schools of the district. Signs will be posted at all entrances of school buildings, school playgrounds and athletic fields. Parents and guardians shall be sent notification in writing, and the local media will be asked to communicate this tobacco-free policy community-wide.

Attachment D: Regulations Governing Enforcement

HIGH SCHOOL/MIDDLE SCHOOL STUDENTS (Grades 6-12)

First offense:

Will result in any or all of the following: confiscation of tobacco products, notification of parents, notification of police, meeting and assessment with substance abuse educator or designated staff, participation in tobacco education program and/or Saturday detention. Students will be offered resources for available cessation programs.

Second offense:

Will result in any or all of the following: confiscation of tobacco products, notification of parents, parental conference, notification of police, meeting and assessment with substance abuse educator or designated staff, mandatory Tobacco Education Program (where applicable) and/or Saturday detention/s. Students will be offered resources for available cessation programs.

Third offense:

Will result in any or all of the following: confiscation of tobacco products, notification of parents, notification of police, parental conference, meeting with substance abuse educator or designated staff, possible suspension and/or community service. Students will be offered resources for available cessation programs.

ELEMENTARY SCHOOL STUDENTS (Grades K-5)

First offense:

May result in any or all of the following: confiscation of tobacco products, parental conference, meeting with substance abuse educator or designated staff and police officer (D.A.R.E. officer, where possible).

Second and subsequent offenses:

May result in any or all of the following: confiscation of tobacco products; notification of parents; notification of police; meeting with D.A.R.E. officer, substance abuse educator or designated staff; a minimum of one hour detention which may include a tobacco prevention component.

FACULTY/STAFF

Faculty and staff include administrators, teachers, janitors, aides, secretaries, clerks, teacher assistants, cafeteria workers, crossing guards, etc. These individuals may not use tobacco products on school property at any time. Crossing guards may not use tobacco products during working hours or at any of the crossing designations at any time. Those staff members violating this policy will be subject to the following procedures:

First offense:

A written warning by the appropriate administrator. Referral to cessation program.

Second offense:

A formal reprimand by the appropriate administrator and a letter of such to be placed in personnel file. Referral to cessation program.

Third offense:

Meeting with school board and possible leave without pay or dismissal. Referral to cessation program.

VISITORS

Visitors to the district facilities must comply with regulations set forth by the District School Committee.

Smoking or the use of tobacco products by visitors is prohibited. This includes activities during non-school hours and all functions of the school, athletic or otherwise. This also includes activities sponsored by other organizations that use school property.

Anyone found smoking or using tobacco products will be asked by the appropriate school official to refrain from smoking or tobacco use while on district property. They will be informed of the school's tobacco-free policy. If the visitors do not comply, they will be asked to leave. If they refuse to leave, the police may be called.

SAMPLE DRAFT POLICY FROM GRAND COUNTY UTAH

BACKGROUND INFORMATION

The Center for Disease Control, a division of the U.S. Department of Health and Human Services, designed the *Guidelines for School Health Programs to Prevent Tobacco Use and Addiction* to help achieve national health and education goals. They were developed in collaboration with experts from 29 national, federal, and voluntary agencies and are based on an extensive review of research and practice. Tobacco settlement money is being used by school districts across the nation to implement these guidelines through changing school policy regarding tobacco. School districts in the United States that are the most effective in reducing tobacco use in their schools (and ultimately statewide) have formally adopted a Tobacco Use and Prevention Policy that embraces the following principles, which are based directly on CDC guidelines:

- Prohibiting tobacco use at all school facilities and events by both adults and youth
- Encouraging and helping students and staff to quit using tobacco
- Providing developmentally appropriate instruction in grades K through 12 that addresses the social and psychological causes of tobacco use
- Integrating a coordinated health program through which teachers, students, families, administrators, and community leaders deliver consistent messages about tobacco use
- Reinforcing the policy through community-wide efforts to prevent tobacco use and addiction

The Grand County School District applied for and received tobacco settlement money from the Utah Department of Health to rewrite the district policy and implement tobacco prevention and cessation programs at all four public schools in Grand County. Currently, the Grand County School District has written policies that apply to tobacco as follows:

- Use of alcohol, tobacco and controlled substances is strictly prohibited on school property.
- Clothing and other articles of attire may not display anything, which is illegal for student use (such as drugs, alcohol, tobacco), be sexually oriented, or be vulgar/degrading.
- A tobacco-free building means there can be no tobacco in a person's possession.

It is recommended by the Utah Department of Health, the school district Superintendent, and the local Tobacco Prevention Specialist that the district adopt a policy specific to tobacco use and prevention to clarify and supplement the above policies, which will pass through a process of community feedback and support before it is put before the Grand County School Board for approval. This recommendation is based on research of school district policies nationwide, assessments and evaluations of the level of effectiveness of these policies, and an understanding of Center for Disease Control guidelines. The following is a working draft for a new Tobacco Use and Prevention Policy for Grand County School District.

DRAFT

I. Rationale for Preventing Tobacco Use – WORKING DRAFT

Despite major national movements to undermine tobacco companies and tobacco marketing, tobacco is still the leading cause of preventable death, disease, and disability in the United States. Tobacco companies spend more than \$620 million a year on advertising in the state of Utah, and advertising is three times more likely to appeal to young people than adults. Tobacco use is addictive and is responsible for more than one out of every five deaths in the United States. Illnesses caused by tobacco use increase demands on the U.S. health care system, and lost productivity amounts to billions of dollars annually. Four out of five people who use tobacco begin before they reach the age of 18. About 3,000 young people, most of them children and teenagers, begin smoking every day in our country. National surveys indicate that 70% of high school students have tried cigarette smoking and that 28% have reported smoking within the last 30 days. Surveys also indicate that four out of five smokers want to quit smoking. However, many children and adolescents do not understand the nature of tobacco addiction and are unaware of, or underestimate, the important health consequences of tobacco use. In fact, 38,000 youth alive in the state of Utah today will ultimately die prematurely from tobacco-related illnesses. Evidence shows that school health programs can be an effective means of preventing tobacco use among youth, and may significantly alter these alarming statistics. Providing effective tobacco use prevention education is an ethical imperative for our community and a challenge that can be met through the following policy.

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II. Tobacco Policies – WORKING DRAFT

- 1. Tobacco use by students, all school staff, parents, and visitors on school property or district property (this includes the Mill Creek area behind Grand County High School, which is GCSD property), in school vehicles, and at school-sponsored functions away from school property is strictly prohibited.**
 - In the event that any student or school district employee violates policy #1, the following will occur:
 - First violation: A school administrator will offer the student or staff member the option of completing an Ending Nicotine Dependence (END) class (taught for students during the school day, and for staff after school). If the student or staff member refuses this option, he will be referred to local law enforcement and will be processed through the court system according to Utah laws.
 - Subsequent violations: The student will be suspended for the day and referred to local law enforcement, and will be processed through the court system according to state laws for his particular offense(s). The staff member will be referred to local law enforcement.
 - In the event that any parent or visitor to school or district buildings violates policy #1, he will be informed of the policy, and of state law, and asked to adhere to it. Subsequent violations by the same individual will result in referral to law enforcement.
- 2. Possession of tobacco or tobacco paraphernalia (including lighters and matches) by students is strictly prohibited within 25 feet of district property.**
 - If a student violates this policy:
 - First violation: A school administrator will offer the student or staff member the option of completing an Ending Nicotine Dependence (END) class (taught for students during the school day, and for staff after school). If the student or staff member refuses this option, he will be referred to local law enforcement and will be processed through the court system according to Utah laws.
 - Subsequent violations: The student will be suspended for the day and referred to local law enforcement, and will be processed through the court system according to state laws for his particular offense(s). The staff member will be referred to local law enforcement.
- 3. No tobacco advertising will be permitted in any form in school buildings, at school functions, or in school publications.**
- 4. Endorsement or sponsorship in any form of any school-related event by tobacco companies is strictly prohibited.**

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- 5. Clothing and other articles of attire worn at school or on district property may not display advertisements for, endorsements of, or implications of tobacco, tobacco companies, or tobacco use in any form. This policy applies to students and staff; parents and visitors to schools or district buildings are also encouraged to support and follow this policy.**
- In the event that any student or staff violates policy #5 above, the following will occur:
 - First offense: The person will be notified of the policy and asked to return home to change.
 - Second offense: Students will be suspended for the day. Staff will receive a written warning in their file.
 - Subsequent violations:
- 6. The sale, delivery, transfer or distribution of tobacco in any form or tobacco paraphernalia by a student, staff, parent, or visitor, to anyone under age 19, is strictly prohibited when it occurs in a school building, in or on school district property, within 1000 feet of school property, or within 1000 feet of any school-sponsored activity.**
- In the event that a student or staff member violates policy #6 above, the following will occur:
 - First offense: The student will be required to participate in a school-based tobacco cessation (Ending Nicotine Dependence) class; the staff member will be referred directly to law enforcement and receive a written warning in his file.
 - Second or higher offense: The student will receive an out-of-school suspension and will be referred to local law enforcement; staff will be terminated.
- 7. All Grand County School District students in grades K through 12 are required to receive age-appropriate instruction during the school day regarding avoidance of tobacco use.**
- All elementary school teachers will be required to incorporate tobacco use prevention into their health unit curriculum. All health teachers at the middle school and high school levels shall incorporate tobacco prevention information into their yearly curriculum, and teachers of other subjects are encouraged to integrate tobacco use prevention education. Teachers in grades K-4 may teach information at their own discretion. Teachers in grades 5-12 are encouraged to use research-based Best Practice curriculum, such as Get Real About Tobacco, Project TNT (Towards No Tobacco), and Tobacco on Trial. All teachers are encouraged to draw on the resource of the local Tobacco Prevention Specialist and the Grand County Peer Mentoring Program's Peer Prevention Educators to assist in teaching this material.

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8. Grand County School District is required to provide all students and district staff access to school-based tobacco cessation classes to help them quit using tobacco.

- In addition to offering END (tobacco cessation) classes for violations of policies #1 and #2 above, these classes will also be advertised throughout Grand County Middle School and Grand County High School. Any student or staff who is interested in quitting tobacco use may take these classes on a voluntary basis. Students will not be penalized in any way for requesting to take the END class on a voluntary basis. The school will make every effort to assist the student or staff member in accessing this program.

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North Sanpete School District
Statement of Board Policy with Guidelines

Policy number: V-40
Effective date: March 10, 2004

Subject: Comprehensive Tobacco Prevention and Control

I. Board Policy

The North Sanpete School District shall be in compliance with Utah Code 76-10-105, and the Utah Clean Air Act. The District prohibits the use, possession, and sale of tobacco, tobacco paraphernalia, as well as the distribution of tobacco products, tobacco promotion materials, including clothing which promotes tobacco, on school property, which includes the 1000 feet surrounding school property, in school vehicles and at school-sponsored events, at all times by all persons.

II. Guidelines

A. Procedures for elementary schools: The school principal or his/her designee will insure that the following procedures are followed.

1. First incident:
 - a. Confiscate material and determine whether child has the paraphernalia or was using tobacco paraphernalia.
 - b. A conference is mandated with principal, parent/guardian and child as soon as possible.
 - c. Refer to school counselor, prevention specialist, nurse, DARE officer, and/or local law enforcement, depending on what would be best, considering the circumstances of the confiscation.
2. Second incident:
 - a. Confiscate material and determine whether child has the paraphernalia or was using tobacco paraphernalia.
 - b. A conference is mandated with principal, parent/guardian and child as soon as possible.
 - c. Refer to school counselor, prevention specialist, nurse, or DARE officer, depending on what would be best, considering the circumstances of the confiscation.
 - d. Refer to local law enforcement.

B. Procedures for middle and high school: The principal or his/her designee will insure that the following procedures are followed.

1. For each incident:
 - a. Confiscate material and secure as directed by local law enforcement.
 - b. Notify parent/guardian for mandated conference with principal/student/parent as soon as possible.
 - c. Refer to school counselor, nurse, prevention specialist, or resource officer for follow-up support, assessment and tobacco prevention education and/or cessation program
 - d. Refer to local law enforcement

2. On the fourth such incident, in addition to those steps outlined in procedure #1 above, the student and parent/guardian will be required to meet with a hearing committee to decide the question of appropriate school placement. The hearing committee will be comprised of a counselor, a school administrator, a district administrator, a court representative, and a teacher. The student's case will be presented to the committee. After the hearing, the committee will make suggestions within 48 hours as to possible consequences, including alternative placements or school dismissal.
3. Any student in violation of this policy must further comply with the penalties and guidelines of the student organization to which they belong as stated in the most current handbook.
4. Students who volunteer for a tobacco cessation program will:
 - a. Be provided tobacco prevention/control related education materials
 - b. Be provided support through the guidance counselor, referred to tobacco cessation opportunities, a substance abuse counselor, or a person trained in tobacco prevention and control.

C. Others:

1. Through reading the employee handbook, employees are expected to know that tobacco and tobacco-related products are not allowed on school property or at school functions. If violation of this guideline occurs, that employee will meet with the building principal or superintendent to determine consequences which may include leave without pay or dismissal.
2. Other persons in violation with this district policy will be immediately informed of the school district policy and directed to cease violations by the supervisor in charge of that function.
3. Any person suspected of selling or distributing tobacco products to students will be referred to the law enforcement officials.

D. Notification of policy:

1. The North Sanpete School District's Tobacco Prevention and Control policy will be printed in employee and student handbooks, posted on the web page, on main school entrances, in appropriate locations throughout the schools, and displayed prominently at the entrances to athletic event, and in appropriate employee work areas.
2. Parents/guardians will be sent written notification of the policy in an appropriate mailing at the beginning of this school year.

E. Educational support of policy:

1. All North Sanpete School District students in grades K-12 will be presented age-appropriate tobacco prevention instruction through district adopted sequential curricula.
2. All students and employees will be provided access to school-based support and tobacco cessation classes to help prevent and control tobacco addiction.

3. The North Sanpete School District is committed to the involvement of community and families in the prevention and control of tobacco.

Attachment E: Defining the Policy

The following items are important to define in policy development:

- **Who is responsible**

List the name of the school district and/or individual school, board members, school staff, students, etc.- all who are responsible. Make reference to applicable laws and related local ordinances.

- **Rationale for developing and implementing the policy**

Include the health effects of tobacco (first and secondhand smoke), local tobacco-use data, concerns about a safe and healthy learning environment, reinforcement of educational curriculum regarding tobacco use, and the importance of cessation support for current tobacco users.

- **Location**

Identify all areas of school grounds specifically—buildings, walkways, playing fields, playgrounds, parking lots, school owned or leased vehicles, events held on campus not sponsored by the school, and school-sponsored events held off campus.

- **Tobacco**

Describe clearly what tobacco products (i.e., cigarettes, chew, bidis) are being banned and what determines use and/or possession.

- **Enforcement of policy**

Describe how the policy will be enforced, such as hall monitors issuing citations to students, police officers patrolling athletic fields at games, and teachers supervising school entrances or other areas where students gather.

- **Consequences of violation**

Consider who will be cited and how:

- **for students**, teachers may issue a written citation that refers the student to administration and a cessation program (board approved cite for 76-10-105); **for staff**, a verbal warning received from a school administrator and referral to a cessation program may be appropriate; **for visitors**, a verbal warning and being escorted off campus is an optional consequence for violation.
- Police may intervene if the visitor refuses to discontinue use or leave school property. If a visitor is smoking on school grounds, local health department personnel may ticket in accordance with the Utah Indoor Clean Air Act.

- **Date the policy goes into effect**

Set the date and publicize it well.

- **How the policy will be communicated**

Describe how students, staff, parents, and the general public will be notified. Indicate that tobacco-free signs will be posted in well-traveled areas.

Adapted from Creating Tobacco-Free Schools, developed by Connie Alcott.

Attachment F: School Tobacco Policy Enforcement

Several common challenges exist in enforcing school policies against tobacco use. This document describes the challenges, contributing factors, and effective solutions in three areas:

1. Visitors smoking on school grounds.
2. Students using tobacco on school property.
3. Students leaving campus to smoke in surrounding neighborhoods.

Challenge # 1: Visitors Smoking on School Grounds

Smoking by visitors on school grounds or at school-sponsored events is a common challenge. Several factors can contribute to this situation:

- **Lack of awareness.** Adult visitors who violate the tobacco-free policies usually do not knowingly do so. Many of the tobacco-free school policies are new, and visitors may not be aware of the changes.
- **Difficulty in suppressing the urge to use tobacco at events.** Heavy smokers may find it difficult to refrain from smoking for an extended period of time – such as at athletic events or school plays and concerts. However, they can still adhere to school policy by walking off the grounds to use tobacco. That's more than what is possible on most airline flights.
- **Hesitancy to confront violators.** School district personnel sometimes are hesitant to confront violators. Some fear that violators who are confronted may cause trouble for the schools within the larger community.

Others feel that "it is not their job" to police enforcement.

Solutions to Visitors Smoking on School Grounds

Solution 1: Communicating the Policy Effectively

Communicating the policy to the community-at-large. Some districts communicate their policies by publicizing them in the local newspapers. Others send notification of the policy with "parent packets" at the beginning of the year. Consequences of violation are described along with other school discipline policies. Ongoing reminders are included in parent newsletters throughout the year and/or through parent organizations such as PTA, PTO, and accountability committees.

Communicating the policy on-site. Adequate signage is an essential part of communicating tobacco-free policies. Some districts liberally post signs around campus. If violations continue in a particular building or in an area on school grounds, the placement and visibility of signage in these areas should be checked to ensure that signs are plentiful and visible. Since smoking by visitors at athletic events is the most commonly reported problem, it is important to place signs at the entrance to stadiums, in gyms, and on bleachers. Before and during every football game and other athletic events, staff from some schools make announcements over the loudspeaker stating that the school is tobacco-free and that smoking or chewing is not allowed on the premises. They remind visitors that this policy exists to protect the health of the students. These same announcements can be made at plays, concerts, dances, and other school events. Written event programs also provide an opportunity to convey and reinforce tobacco-free policies.

Presenting the policy in a positive light.

Regardless of the method of communication, the manner in which a policy is presented has an effect on its acceptance. Some districts emphasize that adhering to the policy is important for the example it sets for students. "For the safety and sake of our kids, this is a tobacco-free environment" is a repeated message in some districts.

Solution 2: Tactfully Confronting Violators

It is almost inevitable that visitors will need to be reminded of the tobacco-free policy. Most often when violations occur, visitors are unaware of the policy or have forgotten about it. Usually, a gentle verbal reminder or pointing at tobacco-free signage at the time of the violation is all that is needed. Most people are embarrassed about the violation and are happy to comply with the policy. One administrator asks people to extinguish their cigarette by stating, "For the sake of our students, we ask that you not smoke on school property. This is a tobacco-free campus."

Another strategy is to hand violators information cards that inform them of the district policy. In this situation, the person approaching the violator does not have to say anything.

While school personnel initially may fear approaching violators, the situation rarely is confrontational. Confrontation of violators need not necessarily come from school district personnel. Students, parents, and other community members can also do it.

Solution 3: Keeping Law Enforcement Personnel Visible in the District

Adult visitor violations of district tobacco-free policies usually are unintentional. For those rare instances when adults refuse to comply, the visibility of law enforcement may be a useful deterrent to violation. Some

districts have "police school liaison officers" or other law enforcement personnel as part of their staff. They can monitor games, not only for tobacco use, but also for drug and alcohol use, fights, and vandalism.

Challenge #2: Students using tobacco on school property

There may be various reasons why students are smoking and/or using chew or "spit tobacco" despite the existence of school policies prohibiting tobacco use. They include the following:

- **Fitting in.** The desire to "fit in" often will prompt students to smoke on school grounds.
- **Rebellion.** Students may be violating the policy out of rebellion or a desire to challenge authority. Tobacco is represented as an "adult behavior" in our society, and teens may perceive tobacco use as a way to assert their independence. Unfortunately tobacco use often is a precursor to underage drinking and use of other drugs such as marijuana and cocaine.
- **Lax enforcement.** The problem is exacerbated when districts do not strictly enforce their tobacco-free policies with students. Behavior change is best achieved when consequences are immediate and consistent. Sporadic enforcement sends the message that students can "get away with it" most of the time.
- **Addiction to nicotine.** Nicotine is a highly addictive drug. Many teenagers who smoke say they would like to give up smoking. Many make serious attempts to quit, but fail. Some students will risk violating policies to satisfy their addiction.

Solutions to use of tobacco on school property by students.

Solution 1: Commitment to Enforce

A true staff commitment to enforcing the policy is essential. The support must come not only from the superintendent, but also from other administrators, board members, teachers, and staff throughout the district so a united front exists and kids receive a consistent message.

Many district administrators avoid problems because they are consistent in their messages and their actions with students.

Solution 2: Youth Involvement in the Development and Enforcement of Policies

One way to help prevent violations is to encourage students to get involved in the process. In some schools, students not only help develop the policies, but they are expected to enforce them. They are expected to show each other respect and to appropriately confront unacceptable behavior by fellow students. Some schools have shortened the break between classes as a direct response to students' requests. They felt the idle time encouraged them to break the tobacco policy.

Solution 3: Communication of the Tobacco-Free Policy to Students

Methods of Communication. Effective proactive communication of the tobacco-free policy prevents, or at least reduces, the problem of student violation. Schools may use signs to help communicate their tobacco-free policy. The signage is very helpful for policy enforcement. In many districts in other states, every student receives a handbook at the beginning of the year that contains a contract detailing the tobacco-free policy. In some districts, both the student and his/her parents are required to sign and return the contract stating they have read and understand the policy. New student orientations for middle school, high school, and transfer students provide a

particularly important mechanism for conveying tobacco-free policies. Proactive communication helps to establish school norms and reduce the likelihood of policy violation. Student newsletters also can be used to announce and reinforce student tobacco-use policies. Communication strategies, such as announcements for visitors at athletic events, also serve to remind students of an existing tobacco-free policy.

Presenting the Policy in a Positive Light. For example, say "While policy implementation may be a challenge, the benefits of a tobacco-free school to staff and students is worth it" as opposed to "We're forced to do this, so we are going to do it." The **benefits** of a tobacco-free school to staff and students should be part of communicating the policy.

Ensuring that the Policy Addresses Violations. The tobacco-free policy should be clear and concise. It should elaborate not only the expected behavior, but also the consequences of failure to comply. Each district or school should establish what specific disciplinary actions would occur as a result of violation of the policy. Schools may already have consequences in place, but consequences *specific* to the tobacco policy should be identified and enforced. A review of policies indicates that, while most policies clearly articulate the "no use" message, often they do not directly address the *consequences* of a violation.

Solution 4: Monitoring Student Behavior on School Grounds

Staff often monitor hallways as well as school grounds to deter tobacco use. Schools typically have some sort of monitoring system already in place watching for aggressive behavior and truancy. These same monitors may watch for compliance with the tobacco policy. When violations do occur, monitors may issue citations, and

consequences must follow as outlined in the policy.

Solution 5: Selected Approaches to Discipline for Student Violators

Preventive efforts can help districts avoid or lessen the problem of student violation of tobacco-free policies; nevertheless, violations can and do occur. Districts or schools may employ different approaches consistent with district philosophy.

Progressive Discipline. In lieu of immediate suspension for policy violation, schools may consider implementing progressive discipline programs in an effort to keep students in school. These programs may or may not include an educational component. The simplest progressive discipline programs specify increasingly stronger actions as the number of violations by a particular student mounts. There may be a first warning, followed by a parent conference, followed by possibility of suspension. Prohibiting students from participating in extra-curricular activities if using tobacco may be one consequence of violation. Schools may also consider developing a student appeals board or teen court that recommends disciplinary action, with support from adults to help determine what action is reasonable. Through the appeals process, students are taught appropriate versus inappropriate behavior, and they learn about the disciplinary action taken as a consequence of inappropriate behavior.

Educational Alternatives to Suspension. Educational programs for violators, often called “alternative-to-suspension programs,” have evolved out of the disciplinarian’s wish to keep students who have violated policies in school.

These programs often are offered in conjunction with a progressive discipline plan. Like the progressive discipline plan,

they are intended to delay the more drastic disciplinary action of suspension. Most focus on getting compliance with the school policy, which requires the student to *manage* his/her tobacco use.

Typically, they include information on the negative effects of tobacco use and help the student examine his/her own use, with the goal of increasing the student’s interest in cessation. Alternative-to-suspension programs are not the same as tobacco cessation programs. A successful outcome for an educational alternative-to-suspension program would be no further policy violation, as opposed to the successful outcome of a cessation program, which is discontinued use of tobacco. Resources such as *Alternatives To Suspension* from the American Lung Association are available for such programs.

Other Disciplinary Actions. A “zero-tolerance approach” generally refers to immediate suspension for violation. CDC best practice guidelines suggest that no matter what disciplinary actions are taken, the student should be offered assistance with cessation if s/he desires.

Solution 6: Expand District Policies to Include Possession of Tobacco

Districts may decide that they could implement their policies more effectively if they included possession of tobacco in their policies.

Challenge #3: Students leaving campus to smoke in surrounding neighborhoods (“hassle” factor for neighbors and safety concerns for school personnel)

School districts may not experience problems with students using tobacco on school grounds. Rather, they may face the challenge of students leaving campus to smoke or to use “spit tobacco” in the

surrounding neighborhoods. Students may linger on or around private residential or business property. In turn, local residents and business owners will be apt to complain of students throwing trash, leaving cigarette butts, trampling shrubbery, and vandalizing their yards and parking areas. Businesses may report that "hovering" groups of teenagers deter other customers from patronizing their stores. Businesses and local residents may blame schools for the students' behaviors and hold schools responsible for solving the problem.

Safety may be another concern for some districts, especially those in urban areas. Students may cross busy streets in places other than at crosswalks to leave school grounds to smoke, posing a hazard to themselves as well as to drivers.

Solutions to Students Leaving School Grounds and Smoking in Neighborhoods

Solution 1: Involve Community in Decision-Making/Enforcement of Policies

Including the wider community in discussions about the implementation of a tobacco-free policy can be critical in helping to confront the issue of students leaving school grounds to smoke in the neighborhood. Businesses and community residents need a forum in which to express their concerns to school administrators, board members, and students. All parties can develop a joint and mutually agreeable plan to address problems.

Solution 2: Closing School Campuses so Students do not Leave School Grounds

Some school districts and/or individual schools have closed campuses. Students are not allowed to leave school grounds during the day without being granted a leave of absence for different activities, such as to attend field trips or to take classes off-site.

Some administrators with closed campuses prior report that they never had to face the problem of students leaving campus to use tobacco. Some report fewer neighbor complaints and safety problems. In addition, parents have expressed increased feelings of security knowing that their children are not permitted to wander freely in adjacent neighborhoods. The acceptance of closed-campus policies goes beyond administration and parents, and includes local business people who report reduced theft and vandalism problems.

One of the perceived barriers to closing campus, particularly in large districts, is lack of indoor facilities. Districts fear they will not be able to accommodate all of their students on campus during lunch hours or class breaks. Some districts have dealt with this issue creatively by staggering lunch hours, the school day, or even the school year.

Solution 3: Expand the "Reach" of the Tobacco-Free Policies

Schools may define their tobacco-free policies more strictly by extending their policy beyond school property boundaries. Such policies prohibit tobacco use on school grounds and off school grounds within "proximity to the school." Proximity is defined as being within view- "if we can see 'em, it's a problem." This includes arriving at school and/or leaving school. Additionally, students may be banned from being *with* anybody who is smoking within proximity to the school.

Solution 4: Confront the Fear of Increased Exposure to Drugs/Gangs

Individuals within some school districts may assert that prohibiting tobacco use on campus increases student exposure to and/or involvement in drug and gang-related activity taking place in the streets. The number of students leaving grounds has

increased in some districts with implementation and enforcement of tobacco-free policies, but no districts actually have reported an increase in drug- or gang-related activity among these students as a result of their leaving campus. In fact, a few administrators that strictly enforce their tobacco-free policies believe they will eventually see a decrease in drug activity and possibly in gang activity as well. Tobacco, specifically cigarettes, has been called a "gateway drug." Often, cigarette smoking precedes illicit drug use.

Condoning smoking on or near campuses can convey the message that smoking is acceptable, and they felt they'd be encouraging students to learn how to smoke from each other.

Solution 5: Youth Possession Ordinances

Some communities have adopted city ordinances that make minors' possession and/or use of tobacco illegal. In some cases, these ordinances were passed to help alleviate problems with students leaving campuses in order to use tobacco. Some city councils have established a boundary that was designated as a tobacco-free zone. Within this boundary, essentially a 15-squareblock area encompassing the elementary school and the high school, tobacco possession or use is prohibited by anyone under the age of 21 years.

Other Ideas and Considerations

Ideas for Staff Enforcement:

- Direct attention to tobacco-free policies in the employee hiring or contracting process. Institute employee policies that are designed to prevent teachers and staff from violating school policies.

- Involve staff in the development and enforcement of policies. Have them develop and set standards for enforcement of all school policies.
- Develop consequences for employee violation of policies. Offer options for employees to take advantage of, such as tobacco cessation programs. Have the employee report evidence of enrollment and successful completion of the program to the supervisor.

Special Considerations for Alternative Schools:

- Develop a sense of pride, high standards, and high expectation of students. Control of smoking behavior while in the school environment could be an expectation of admission.
- Many alternative schools have some form of student governance structure that is involved in setting and enforcing school rules. Get students involved in developing, monitoring, enforcing, and evaluating the tobacco policy.
- Give kids incentives and alternatives to smoking, such as supplies of sugar-free candy or use of computer labs or the gym during breaks.
- If there are support group programs already in place, include tobacco as a topic for discussion.
- Make tobacco use a dollars-and-cents and workplace issue.
- Beware of drastic, dramatic policy change that doesn't allow students to prepare for the change.

Adapted with permission from *TIPS FOR SCHOOL TOBACCO POLICY ENFORCEMENT*, Wisconsin Department of Public Instruction and the Colorado Department of Health by the Utah Department of Health. Information from *RESOURCE GUIDE FOR DESIGNING SCHOOL-BASED TOBACCO PREVENTION PROGRAMS*, Oregon Health Division, Department of Human Resources, Tobacco Prevention and Education Program also included. July 2002.

Attachment G: Utah Indoor Clean Air Act

Note: This page of the Utah Indoor Clean Air Act is designed to allow the user to view the complete act without having to access each section separately. For those interested in only accessing specific sections of the Act link to Utah State Code 26-38-1 to 9 http://www.le.state.ut.us/~code/TITLE26/26_23.htm (which allows accessing by individual sections).

26-38-1. Title.

This chapter is known as the "Utah Indoor Clean Air Act."

26-38-2. Definitions.

As used in this chapter:

- (1) "Place of public access" means any enclosed indoor place of business, commerce, banking, financial service, or other service-related activity, whether publicly or privately owned and whether operated for profit or not, to which persons not employed at the place of public access have general and regular access or which the public uses, including:
 - (a) buildings, offices, shops, elevators, or restrooms;
 - (b) means of transportation or common carrier waiting rooms;
 - (c) restaurants, cafes, or cafeterias;
 - (d) taverns or cabarets;
 - (e) shopping malls, retail stores, grocery stores, or arcades;
 - (f) libraries, theaters, concert halls, museums, art galleries, planetariums, historical sites, auditoriums, or arenas;
 - (g) barber shops, hair salons, or laundromats;
 - (h) sports or fitness facilities;
 - (i) common areas of nursing homes, hospitals, resorts, hotels, motels, "bed and breakfast" lodging facilities, and other similar lodging facilities, including the lobbies, hallways, elevators, restaurants, cafeterias, other designated dining areas, and restrooms of any of these;
 - (j) any child care facility subject to licensure under this title, including those operated in private homes, when any child cared for under that license is present;
 - (k) public or private elementary or secondary school buildings and educational facilities or the property on which those facilities are located, but adults may smoke in designated smoking areas in private schools or educational facilities or on the grounds of private schools or

facilities during non-school hours; and

(1) any area where the proprietor or manager of the area has posted a conspicuous sign stating "no smoking", "thank you for not smoking", or similar statement.

(2) "Private club" means a private club licensed under Title 32A, Chapter 5, Private Club Liquor Licenses.

(3) "Publicly owned building or office" means any enclosed indoor place or portion of a place owned, leased, or rented by any state, county, or municipal government, or by any agency supported by appropriation of, or by contracts or grants from, funds derived from the collection of federal, state, county, or municipal taxes.

(4) "Smoking" means the possession of any lighted tobacco product in any form.

26-38-3. Restriction on smoking in public places and in specified places -Exceptions.

(1) Smoking is prohibited in all enclosed indoor places of public access and publicly owned building and offices, except under Subsection (2).

(2) Subsection (1) does not apply to:

(a) (i) any building owned, rented, leased, or otherwise operated by a social, fraternal, or religious organization when used solely by the organization members or their guests or families; or

(a) (ii) any facility rented or leased for private functions from which the general public is excluded and arrangements for the function are under the control of the function sponsor;

(b) workplace smoking areas as provided in Section 26-38-5;

(c) areas not commonly open to the public of owner-operated businesses having no employees other than the owner-operator;

(d) guest rooms in hotels, motels, "bed and breakfast" lodging facilities, and other similar lodging facilities, but smoking is prohibited under Subsection (1) in the common areas of these facilities, including dining areas and lobby areas;

(e) taverns, as defined in Section 32A-1-105;

(f) private clubs; and

(g) separate enclosed smoking areas:

(i) located in the passenger terminals of an international airport located in the city of the first class;

(ii) vented directly to the outdoors; and

(iii) certified, by a heating, ventilation, and air conditioning engineer licensed by the state,

to prevent the drift of any smoke to any nonsmoking area of the terminal.

26-38-3.5. Smoking ban exemption for Native American ceremony.

(1) A person is exempt from the restrictions of Section 26-38-3 if the person:

- (a) is a member of an American Indian tribe whose members are recognized as eligible for the special programs and services provided by the United States to American Indians who are members of those tribes;
- (b) is an American Indian who actively practices an American Indian religion, the origin and interpretation of which is from a traditional American Indian culture;
- (c) is smoking tobacco using the traditional pipe of an American Indian tribal religious ceremony, of which tribe the person is a member, and is smoking the pipe as part of that ceremony; and
- (d) the ceremony is conducted by a pipe carrier, Indian spiritual person, or medicine person recognized by the tribe of which the person is a member and the Indian community..

(2) This section takes precedence over Section 26-38-3.

(3) A religious ceremony using a traditional pipe under this section is subject to any applicable state or local law, except as provided in this section.

26-38-4. Adjoining private clubs and public places -- Grandfather provisions.

(1) (a) If a private club and an adjoining place of public access as described under Subsection (b) share air space or ventilation on January 1, 1995, smoking is prohibited in the place of public access, but smoking is allowed in the private club under Section 26-38-3.

(b) Subsection (1)(a) applies to any place of public access that:

(i) on January 1, 1995, is in operation or regarding which actual physical construction has begun; and

(ii) adjoins or will adjoin when completed a private club that on January 1, 1995 is licensed under Title 32A, Chapter 5, Private Club Liquor Licenses, and is in operation.

(2) If a place of public access is not in operation or actual physical construction of the place has not begun on January 1, 1995, the place of public access may not adjoin a private club that allows smoking unless the place of public access:

(a) is separated from the adjoining private club by a continuous physical barrier;

(b) does not share air space with the private club; and

(c) has ventilation completely separate from that of the private club.

26-38-5. Nonpublic workplaces -- Smoking restrictions.

(1) (a) An employer who operates a workplace that is not a place of public access or a publicly owned building or office shall establish or negotiate through the collective bargaining process a written smoking policy before February 1, 1995, or within 30 days after becoming an employer subject to this section.

(b) If the employer employs fewer than ten full-time employees on a regular basis, the policy need not be in writing.

(2) The policy shall:

(a) prohibit smoking in the workplace;

(b) restrict smoking to designated enclosed smoking areas; or

(c) permit smoking in designated unenclosed smoking areas if the layout of the workplace prevents smoke in the work areas of all nonsmoking employees in the workplace, and 3/4 of the employees in the workplace agree.

(3) If the local health department determines the smoking areas designated under Subsection (2)(b) or (c) do not effectively prevent smoke in the work areas of nonsmoking employees, the local health department shall require that the employer prohibit smoking in the workplace through a hearing procedure under Section 26-38-9.

26-38-6. Local ordinances.

This chapter supersedes any ordinance enacted by the governing body of a political subdivision that restricts smoking and that is not essentially identical to the provisions of this chapter.

26-38-7. Enforcement action by proprietors.

(1) An owner or the agent or employee of the owner of a place where smoking is prohibited under Subsections 26-38-3(1) who observes a person in possession of a lighted tobacco product in apparent violation of this chapter shall request the person to extinguish the tobacco product.

(2) If the person fails to comply, the proprietor or the agent or employee of the proprietor shall ask the person to leave the premises.

26-38-8. Penalties.

- (1) A first violation of Section **26-38-3, 26-38-4, or 26-38-5** is subject to a civil penalty of not more than \$100.
- (2) Any second or subsequent violation of Section **26-38-3, 26-38-4, or 26-38-5** is subject to a civil penalty of not less than \$100 and not more than \$500.

26-38-9. Enforcement of chapter.

- (1) The state Department of Health and local health departments shall:
 - (a) enforce this chapter and shall coordinate their efforts to promote the most effective enforcement of this chapter; and
 - (b) impose the penalties under Subsection 26-38-8 in accordance with this section.
 - (2) When enforcing this chapter, the state Department of Health and the local health departments shall notify persons of alleged violations of this chapter, conduct hearings, and impose penalties in accordance with Title 63, Chapter 46b, Administrative Procedures Act.
 - (3) Civil penalties collected under this section by:
 - (a) a local health department shall be paid to the treasurer of the county in which the violation was committed; and
 - (b) the state Department of Health shall be deposited in the General Fund.
- *See also [Rule R392-510-1 through 16 Utah Indoor Clean Air Act](#)**
(The statute and rule both include requirements building owners, company managers, supervisors, employees, and visitors must comply with)

Attachment H: H.B. 55 Enrolled

UNDERAGE POSSESSION OF TOBACCO
AMENDMENTS
2002 GENERAL SESSION
STATE OF UTAH
Sponsor: Carl R. Saunders

This act modifies the Utah Criminal Code by increasing the minimum fine for underage possession of tobacco and making participation in a tobacco education program mandatory.

This act affects sections of Utah Code Annotated 1953 as follows:

AMENDS:

76-10-105, as last amended by Chapters 41 and 240, Laws of Utah 1998

78-3a-502, as last amended by Chapters 94 and 240, Laws of Utah 1998

Be it enacted by the Legislature of the state of Utah:

Section 1. Section **76-10-105** is amended to read:

76-10-105. Buying or possessing cigars, cigarettes, or tobacco by minors -- Penalty -- Compliance officer authority -- Juvenile court jurisdiction.

(1) Any 18 year old person who buys or attempts to buy, accepts, or has in his possession any cigar, cigarette, or tobacco in any form is guilty of a class C misdemeanor and subject to:

(a) a minimum fine or penalty of [~~\$50; or~~] \$60; and

(b) participation in a court-approved tobacco education program, which may include a participation fee.

(2) Any person under the age of 18 who buys or attempts to buy, accepts, or has in his possession any cigar, cigarette, or tobacco in any form is subject to the jurisdiction of the Juvenile

Court and:

(a) a minimum fine or penalty of [~~\$50; or~~] \$60; and

(b) participation in a court-approved tobacco education program, which may include a participation fee.

(3) A compliance officer appointed by a board of education under Section 53A-3-402 may issue citations for violations of this section committed on school property. Cited violations shall be reported to the appropriate juvenile court.

Section 2. Section **78-3a-502** is amended to read:

78-3a-502. Petition -- Preliminary inquiry -- Nonjudicial adjustments -- Formal referral -- Citation -- Failure to appear.

(1) Proceedings in minor's cases are commenced by petition.

- (2) (a) A peace officer or any public official of the state, any county, city, or town charged with the enforcement of the laws of the state or local jurisdiction shall file a formal referral with the juvenile court within ten days of the minor's arrest. If the arrested minor is taken to a detention facility, the formal referral shall be filed with the juvenile court within 72 hours, excluding weekends and holidays. There shall be no requirement to file a formal referral with the juvenile court on an offense that would be a class B misdemeanor or less if committed by an adult.
- (b) When the court is informed by a peace officer or other person that a minor is or appears to be within the court's jurisdiction, the probation department shall make a preliminary inquiry to determine whether the interests of the public or of the minor require that further action be taken.
- (c) Based on the preliminary inquiry, the court may authorize the filing of or request that the county attorney or district attorney as provided under Sections 17-18-1 and 17-18-1.7 file a petition.
- In its discretion, the court may, through its probation department, enter into a written consent agreement with the minor and the minor's parent, guardian, or custodian for the nonjudicial adjustment of the case if the facts are admitted and establish prima facie jurisdiction.

Efforts to

effect a nonjudicial adjustment may not extend for a period of more than two months without leave

of a judge of the court, who may extend the period for an additional two months. The probation

department may not in connection with any nonjudicial adjustment compel any person to appear at

any conference, produce any papers, or visit any place.

(d) The nonjudicial adjustment of a case may include conditions agreed upon as part of the

nonjudicial closure:

(i) payment of a financial penalty of not more than \$100 to the Juvenile Court;

(ii) payment of victim restitution;

(iii) satisfactory completion of compensatory service;

(iv) referral to an appropriate provider for counseling or treatment;

(v) attendance at substance abuse programs or counseling programs;

(vi) compliance with specified restrictions on activities and associations; and

(vii) other reasonable actions that are in the interest of the minor and the community.

(e) Proceedings involving offenses under Section 78-3a-506 are governed by that section regarding suspension of driving privileges.

(f) A violation of Section 76-10-105 that is subject to the jurisdiction of the Juvenile Court

shall include a minimum fine or penalty of [~~\$50 or~~] \$60 and participation in a court-approved

tobacco education program, which may include a participation fee.

(3) Except as provided in Section 78-3a-602 , in the case of a minor 14 years of age or older, the county attorney, district attorney, or attorney general may commence an action by filing a criminal information and a motion requesting the juvenile court to waive its jurisdiction and certify

the minor to the district court.

- (4) (a) In cases of violations of fish and game laws, boating laws, class B and class C misdemeanors, other infractions or misdemeanors as designated by general order of the Board of Juvenile Court Judges, and violations of Section 76-10-105 subject to the jurisdiction of the Juvenile Court, a petition is not required and the issuance of a citation as provided in Section 78-3a-503 is sufficient to invoke the jurisdiction of the court. A preliminary inquiry is not required unless requested by the court.
- (b) Any failure to comply with the time deadline on a formal referral may not be the basis of dismissing the formal referral.
-

76-10-105.

Buying or possessing cigars, cigarettes, or tobacco by Minors-Penalty-Compliance officer authority-Juvenile court jurisdiction

- (1) Any 18 year old person who buys or attempts to buy, accepts, or has in his possession any cigar, cigarette, or tobacco in any form is guilty of a class C misdemeanor and subject to:
- (a) a minimum fine or penalty of \$60; and
 - (b) participation in a court-approved tobacco education program, which may include a participation fee.
- (2) Any person under the age of 18 who buys or attempts to buy, accepts, or has in his possession any cigar, cigarette, or tobacco in any form is subject to the jurisdiction of the Juvenile Court and:
- (a) a minimum fine or penalty of \$60; and
 - (b) participation in a court-approved tobacco education program, which may include a participation fee.
- (3) A compliance officer appointed by a board of education under Section 53A-3-402 may issue citations for violations of this section committed on school property. Cited violations shall be reported to the appropriate juvenile court.

Attachment I: Ideas for Communicating the Policy

Communicating the policy is an essential component to implementation. Communicating the policy gives you the opportunity to explain how the policy will affect teachers, students, administrators, community members, etc. Use communication opportunities to mention the support that already exists and the importance of continued support. **Awareness of the policy will promote a higher level of compliance.**

Here are some ideas for communicating the new policy to students, staff, parents and the community:

Students

- Tobacco-free signs at all entrances, on school grounds, parking lots and playing fields
- Handbooks and orientation guides
- Announcements over the PA system during school, at dances, and athletic events
- Student-designed posters and banners
- School assembly -- use youth groups in planning and implementation
- School newspaper articles or on school web site
- Youth group classroom presentations -- announce and explain in homeroom classrooms
- Youth group presentations at school events

Staff

- Copy of the policy to each employee
- Articles in staff newsletter
- Information and signs placed in teachers' lounge
- Presentation in staff meeting
- Email

Parents

- Letter explaining the policy and the reasons for it
- Youth group presentations to parent organizations
- Signs where parents are likely to gather—auditorium, playing fields
- Mailing
- Special assembly on weeknight or back-to school night
- Contract that must be signed by parents and students and returned to the school

Community

- Announcement and articles in local paper
- Letters to editor from appropriate school personnel
- Announcements and reminders at school events (athletic events, plays, concerts)
- Letters to nearby businesses and homes
- Marquee

Attachment J: Marketing Materials Use and Development Policy

In order to comply with the Marketing Materials Use and Development Policy, please follow the steps below. Failure to comply with the policy will result in administrative action, including a written warning, loss of funds, requirement to reimburse the UDOH for unapproved items, and/or loss of contract.

A. CHOOSING WHETHER TO USE EXISTING, MODIFIED, OR NEW CREATIVE.

Step 1:

Contact your Tobacco Prevention and Control Program (TPCP) contract liaison prior to developing, purchasing, or using marketing materials such as radio and television public service announcements or commercials, theatre ads, billboards, slogans, incentives, or print materials. Your liaison will consult with you about your marketing plan and determine if there are existing The TRUTH materials available that are appropriate for your target audience. Visit www.tobaccofreeutah.org to view current The TRUTH resources.

To order existing print materials and incentive items, use the **Incentives and Print Materials Order Form**, found on www.tobaccofreeutah.org in The TRUTH Media Resources Section, and at the end of this policy.

To request use of existing The TRUTH logos (including Utah Tobacco Quit Line or Utah QuitNet logos), designs or ad text, use the **Marketing Approval Form** found at the end of this policy. These images or words can be slightly adapted to fit your needs; for example, you may create a t-shirt based on an existing poster. The form helps you outline how the images will be used, and any minor changes you wish to make.

Step 2:

If The TRUTH resources are not available for your specific population, other states or the CDC may have suitable materials. Please visit www.cdc.gov/tobacco/mcr/index.htm for details.

You must request approval for use of **all** materials, including those from sources other than Utah's The TRUTH campaign, using the approval process outlined below. Use the **Marketing Approval Form** found at the end of this policy.

Step 3:

If, after having reviewed existing materials, you have found none suitable, you may wish to develop new ones. After consulting your contract liaison, you may draft materials and submit them for approval, using the **Marketing Approval Form** found at the end of this policy.

B. APPROVAL PROCESS

All materials, existing or new, must be approved through the TPCP and/or Utah Department of Health Office of Public Information prior to purchase or production. Please

allow up to three weeks for the approval process. Your contract liaison can help you through the process.

Use the **Marketing Approval Form** to request approval for all marketing materials.

To process the form, please follow these steps:

Step 1:

Complete the form, including all requested information.

Step 2:

Submit the form to your contract liaison. Faxed or emailed forms are acceptable, as long as the concept for which you are requesting permission can be faxed or emailed. Your contract liaison will notify you when they have received the form. If your contract liaison does not confirm receipt of your form within three days, please follow up.

Step 3:

Wait for feedback. Either your contract liaison or a marketing campaign representative will contact you to assist you with your request. Contact your contract liaison with any questions.

The **Marketing Approval Flow** found at the end of this policy outlines the process by which approvals may be given.

B. CONTENT REQUIREMENTS

1. Public Relations Requirements

Inform your contract liaison about any public relations efforts you are planning, such as media events, news advisories, or news releases. Use the **Marketing Approval Form** to obtain approval to include information about State programs in your news release.

Inform your contract liaison when speaking to the media about State programs – this may consist of a **brief** email, consisting of who the reporter/media outlet is, the topic, and the expected airing date of the interview.

2. General Requirements

Please observe the following general requirements for all materials:

- i. The TRUTH, and/or Utah Tobacco Quit Line number, and/or Utah QuitNet logos must be included on all materials according to The TRUTH Identity Style Guide and Utah QuitNet Style Guide, unless authorized otherwise by the TPCP. Please use the Marketing Approval Form when requesting the use of these logos. The Style Guides are found on www.tobaccofreeutah.org, or from your contract liaison.
- ii. Talent fees may need to be paid for use of some existing ads. Because of this, please follow approval procedures for each media buy that uses existing ads.

- iii. Use of materials must be coordinated with other tobacco control agencies that may be affected. Changes in the level and targeting of advertising often have a strong impact on the number of requests from the public for information and materials, complaints, and use of the toll-free quit lines. The State must be allowed sufficient notice (please allow at least three weeks) in order to ensure staff and resources are available in response to shifting demands. In addition, thorough and consistent coordination will avoid ineffective duplication of efforts and ensure that advertising in all regions will be mutually supportive of program goals, cost effective, and as widely distributed as possible.

3. Message Recommendations

Failure to abide by these recommendations may result in failure to obtain approval for materials or messages.

- i. When possible, avoid showing cigarettes (especially lit cigarettes and people smoking) – exceptions to this rule may be appropriate when counteracted by a strong message relating to the cigarette.
- ii. Positive messaging works better than negative or blaming messages: e.g. “you can quit” rather than “you are an addict.” Present the benefits of quitting, not just the risks associated with tobacco use.
- iii. Materials should include a call to action – what should the person do with the message? For example, the ad could encourage the person to call a quit line, try to quit, or talk to someone about tobacco use.
- iv. Be careful with humor – tobacco use is a serious issue, and it is important not to treat it too lightly. Focus group results indicate that humor is not always the most effective tool to use in tobacco control.
- v. Fit your message text to the medium – billboards require brief, clear messages. TV and radio can be more in-depth. Print can have even more text.
- vi. In teen-focused ads, be aware of the age of the people in the ads – teens tend to relate to or listen to people who are a few years older than them, i.e. don’t try to reach a 17 year old with a 16 year old presenting the message. However, teens will often relate better to someone closer to their age than an authority figure. In view of this, avoid branding ads with “Department of Health” logos.
- vii. In general, avoid using “smoking sucks” and “smoking blows” – these expressions are controversial with adults, though teens usually find them inoffensive.
- viii. When possible, refer to “tobacco” and “tobacco use” rather than “cigarettes” and “smoking,” in order to include people who use spit tobacco.
- ix. Avoid sexually suggestive references, bathroom humor, violent or political images or messages.

D. GLOSSARY

Media buy: Agreement with media outlet to run ads, usually for a period of six to eight weeks.

Creative: Artwork, design, or text of ads and marketing materials.

Tag: Logo, slogan, or resources used to identify and brand marketing materials.

Talent fee: Money paid to actors/models in ads.

Marketing materials: Includes, but is not limited to print ads, radio ads, TV ads, billboards, flyers, newsletters, news releases, posters, signs, busboards, websites, brochures, theatre ads, slogans, and incentive items.

Marketing Approval Flow

Please note: this process may take from a few days up to three weeks.



Marketing Approval Form

Material submitted by: _____ Fax Number: _____ Phone Number: _____
 Agency Name: _____ Target Audience: _____ Date Submitted: _____
 Name of Project/Item Requested: _____ Distribution Dates (beginning and end): _____
 Distribution Plan: _____
 Cost of project and quantity produced (if applicable) _____

Media type (check ONE):

☐ Print Ad ☐ Radio Ad ☐ TV Ad ☐ Billboard ☐ Flyer ☐ Newsletter ☐ News Release ☐ Poster ☐ Busboard ☐ Website
☐ Theatre Ad ☐ Brochure ☐ Sign ☐ Slogan ☐ Incentive Item (please specify) _____ ☐ Other _____

Which of the following goals does the project address? (check ONE)

☐ Adult Cessation ☐ Teen Cessation ☐ Teen Prevention
☐ Pregnant Women Cessation ☐ Reducing Disparities ☐ Secondhand Smoke

Why is the message appropriate for the targeted population? _____

Approval is requested for (check ONE):

☐ **Existing designs or text from Utah's The TRUTH campaign.** (You may skip questions 1-9. If you plan to modify the artwork/text in any way, please provide a copy of the modified work for review)
☐ **Translated existing text** (Please answer questions 1-9. Provide a copy for review)
☐ **Newly created materials:** (Please answer questions 1-9. Provide a copy for review)
☐ **Materials from a source other than Utah's The TRUTH campaign** (Please answer questions 1-9. Provide a copy for review)

Review Questions:

- Which logos/tags have been included according to the Style Guide? (check ALL that apply)
☐ The TRUTH ☐ Utah Tobacco Quit Line ☐ Utah QuitNet
- Is the message clear? Y N
- Is the message accurate? Y N
- Does the project follow basic design principles? (e.g. uncluttered, avoids multiple fonts, distracting elements) Y N
- Is there an appropriate call to action? N/A Y N
- Does the message avoid victim-blaming, guilt, political messages, vulgarity, violence, or sexual references? Y N
- Does the message avoid being potentially offensive to
 a. the target audience Y N
 b. other stakeholders Y N
- Has input been obtained from the target population? Y N
 Explain _____
- Is the project based on sound principles that are either proven effective or have the potential to be effective? Y N
 Explain _____

For TPCP only:

☐ APPROVED ☐ NOT APPROVED ☐ APPROVED WITH EDITS ☐ RESUBMIT WITH EDITS

Comments/Edits _____

Signatures:

Contract Liaison: _____ Date: _____

Media Coordinator: _____ Date: _____

Program Manager: _____ Date: _____